AMHERST COLLEGE

1977-1978 CATALOG

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Amherst College

1977-1978 Catalog

DIRECTIONS FOR CORRESPONDENCE

The post office and telegraph address of the College is Amherst, Massachusetts, 01002. The telephone number for all departments is 542–2000 (Area Code 413).

General information about Amherst College is available upon request from the Office of the Secretary, Box 65, Amherst College, Amherst, Massachusetts 01002.

Specific inquiries on the following subjects should be addressed to the officers named below:

Admission of students and catalog requests	Edward B. Wall, *Dean of Admission*
Alumni matters	Frederic J. Gardner, *Secretary of the Alumni Council*
Business matters	Kurt M. Hertzfeld, *Treasurer*
Financial Aid	Dean Donald McM. Routh
Student affairs	Dean David Drinkwater
Transcripts and records	Robert F. Grose, *Registrar*

The New England Association of Schools and Colleges accredits schools and colleges in the six New England states. Membership in one of the six regional accrediting associations in the United States indicates that the school or college has been carefully evaluated and found to meet standards agreed upon by qualified educators. Colleges support the efforts of public school and community officials to have their secondary school meet the standards of membership.

Amherst College does not discriminate on the basis of race, color, sex, religion, or place of origin, and does not discriminate against qualified handicapped persons, in its policies and programs of admission, treatment of persons, and employment. The College operates in accordance with federal and state laws regarding non-discrimination. Inquiries should be addressed to the Affirmative Action Officer, 102 College Hall, Amherst College.

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College Calendar

1977

September 6, Tuesday. Orientation begins.

September 9, Friday. First semester classes begin.

September 10, Saturday. Thursday classes meet.

September 23, Friday. Last day for first semester course changes.

November 19, Saturday. Fall recess begins.

November 27, Sunday. Fall recess ends.

December 14, Wednesday. Last day of first semester classes.

December 17–21, Saturday–Wednesday. First semester examination period.

December 22, Thursday. Winter recess begins.

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January 4, Wednesday. Winter recess ends; beginning of Interterm.

January 25, Wednesday. Interterm ends.

January 30, Monday. Second semester classes begin.

February 13, Monday. Last day for second semester course changes.

March 18, Saturday. Spring recess begins.

March 26, Sunday. Spring recess ends.

May 12, Friday. Last day of second semester classes.

May 15–19, Monday–Friday. Second semester examination period.

May 28, Sunday. Commencement.

I

AMHERST COLLEGE

Johnson Chapel

Amherst College

FOUNDED in 1821 as a non-sectarian institution for "the education of indigent young men of piety and talents for the Christian ministry," Amherst has grown steadily and today is an independent liberal arts college for men and women. Its approximately 1,500 students come from most of the fifty states and many foreign countries. Women entered Amherst for the first time as transfer students in 1975 and in 1976 as Freshmen.

The campus is near the center of the town of Amherst, adjacent to the town common. A few miles away are four other institutions of higher learning—Hampshire, Smith, and Mount Holyoke Colleges, and the University of Massachusetts—with which Amherst engages in a number of cooperative educational programs.

The College offers the bachelor of arts degree and cooperates with the University of Massachusetts in a Five College Ph.D. program. The College curriculum involves study in the humanities, the social sciences, and the natural sciences and combines a broad education with knowledge of some field in depth. Emphasis falls upon each student's responsibility for the selection of an appropriate program. Beginning in September, 1978, Freshmen will follow a new curriculum of two introductory courses, and in their Sophomore and Junior years will design an Adjunct Program in addition to choosing a major (see pages 33–34).

Some students may engage in independent study free of formal courses in their Junior and Senior years; Honors work—the intensive consideration of a limited subject—is encouraged and in recent years has been undertaken by more than half of the graduation class.

Whatever the form of academic experience—lecture course, seminar, conference, studio, laboratory, independent study at various levels—intellectual competence and awareness of problems and methods are the goals of the Amherst program, rather than the direct preparation for some profession. The curriculum enables students to arrange programs for their own educational needs within established guidelines. Faculty advisors, representing all academic departments, assist undergraduates in their course selections; but the ultimate responsibility for a thoughtful program of study rests with the individual student.

The College's Faculty is engaged in two primary activities: first, the education of undergraduates; and, second, research and writing. Its 150 members hold degrees from colleges and universities throughout this country and abroad. Classes range in size from a lecture course of 180 to several courses of only five students; about 80 percent of the classes and sections have twenty-five students or less.

Amherst has extensive physical resources: a library of more than 511,000 volumes, science laboratories, theater, gymnasium, swimming pool, skating rink, squash and tennis courts, playing fields, a museum of fine arts and another of natural sciences, a music building and concert hall, a central dining hall for all students, dormitories, language laboratory, and classroom buildings. There are a wildlife sanctuary and a forest for the study of ecology, an observatory and planetarium, a computer center, and varied equipment for specialized scientific research. At Amherst, and at its neighboring institutions, there are extensive offerings of lectures, concerts, plays, films, and many other events.

Amherst has a full schedule of intercollegiate athletics for men in most sports and is developing a program for women. About 85 percent of all students participate in the physical education program or in organized intramural athletics.

Undergraduates may also take part in a variety of other extracurricular activities: journalism, publishing, broadcasting, music, dramatics, and a wide assortment of specialized interests. Religious groups, working independently or through the religious advisors, maintain a program of worship services, Bible study, community service projects, and other activities.

Graduates for the most part continue their formal education to enter such professions as teaching, medicine, law, and business. At Amherst, presumably, they have only begun their life-long education at "commencement," but have developed attitudes and values that will encourage them to participate thoughtfully and generously in the service of mankind.

FIVE COLLEGE COOPERATION

Amherst has an arrangement with Mount Holyoke College, Smith College, Hampshire College, and the University of Massachusetts by which any of their regular courses are, under special circumstances, open to Amherst students. See page 37 for further information.

The oldest cooperative venture is the Hampshire Inter-Library Center, housed in the Robert Frost Library at Amherst. HILC, a separate legal entity, is a depository for research materials and learned journals which are beyond the reach of any of the five libraries operating independently. A bus system serves all five institutions daily on a regular schedule. An FM radio station (WFCR, 88.5 mc.) is run cooperatively through the Western Massachusetts Broadcasting Council, composed of representatives of the five institutions and of the public. Other cooperative activities include a joint Astronomy Department and a joint Dance Department; courses in Linguistics, and in Latin American and African-American studies; a Ph.D. program; a common calendar of events; a registry of part-time workers; and a Coordinator for cooperative projects.

Lists and descriptions of special Five College programs are published on an annual basis and may be found in the Registrar's Office.

E. Jefferson Murphy, ph.d., *Coordinator*

ARMY AND AIR FORCE RESERVE OFFICER TRAINING CORPS

Amherst College no longer has its own Reserve Officer Training Corps. The Department of Military Science and the Department of Aerospace Studies at the University of Massachusetts offer two-and four-year programs which are open to students in the college community. Official schedules of courses, issued by the university, should be consulted for course offerings and class meeting times. More detailed information on scholarships and on the program itself are available from the Department of Military Science, Building 79, University of Massachusetts, Amherst MA 01002, (Tel. 413-545-2321), and from the Department of Aerospace Studies, Dickinson Hall, University of Massachusetts, Amherst, MA 01002 (Tel. 413-545-2437).

EXCHANGE PROGRAMS AND STUDY ABROAD

The College encourages students to participate in educational programs at other institutions in the continental United States and abroad. Besides affording exposure to other educational systems, teachers, and courses of study not immediately available in the Five College area, such exchanges offer cultural and other educational benefits that may constructively augment the student's academic career at Amherst. Students normally enroll in other institutions during all or part of their Junior year, although occasionally participating on exchanges during their Sophomore year. Full-time enrollment entitles a student on exchange to credit courses taken toward his or her Amherst degree provided that the program has received prior approval from the Dean of Students.

Selected students may participate in Independent Study projects under guidance from a teacher at Amherst College without enrollment at host institutions and may pursue their studies elsewhere in the United States or abroad.

The Twelve College Exchange and the Morgan State College Exchange

Within the Northeast, the College has special exchange arrangements with Bowdoin, Connecticut, Dartmouth, Mount Holyoke, Smith, Trinity, Vassar, Wellesley, Wheaton, and Williams Colleges, and Wesleyan University, which together form the Twelve College Exchange Program. The College also has a special exchange arrangement with Morgan State College. This arrangement enables students who wish to take advantage of special programs not available in the Five College area, or who wish to experience

a similar, but different, college environment the opportunity to do so with the minimum of difficulty.

The National Theatre Institute

Through a Twelve College Interchange arrangement, undergraduate participation in the program of the National Theatre Institute, Waterford, Conn., is possible. Further information is available in the Office of the Dean of Students.

Other Programs

Students interested in programs at other universities and colleges may apply to them for "occasional" or "transient" student status, and may transfer credit earned for full-course semesters of work to satisfy degree requirements at Amherst College.

Study Abroad

Students engaged in language programs or in European Studies are expected to spend one or two semesters enrolled at a foreign institution or in an American college-sponsored program abroad. Those students interested in Third World societies, the Arts and comparative natural or regional studies should discuss study-abroad options with appropriate members of the Faculty.

The Associated Kyoto Program; the Warwick University Exchange

The Associated Kyoto Program, sponsored by Amherst and eight other institutions, is hosted by Doshisha University in Kyoto, Japan. It emphasizes direct and intensive contact with the Japanese and aims to develop in students an understanding of Japan's culture, history, language, and contemporary problems. The program carries credit equivalent to a full academic year's course work. About 20 students are admitted each year, with applicants from member institutions receiving priority. Further information can be obtained from the Dean of Students and from Professor R. A. Moore at Amherst College.

Warwick University in England also has an exchange agreement with the College, and a limited number of students participate in a one-semester program at the other institution every year. This program was devised primarily for those students interested in History.

Students interested in universities in other lands may enroll in overseas programs arranged by accredited United States colleges and universities or by approved institutes. They may also enroll directly in programs provided by the foreign institutions at which they intend to study. Such arrangements may be made with the assistance of appropriate members of the Faculty and require the approval of the Dean of Students.

Doshisha University

Located in Japan's ancient imperial capital of Kyoto, The Doshisha was founded by Joseph Hardy Neesima of the Class of 1870, the first Japanese to graduate from a Western institution of higher learning. Neesima stowed away aboard a clipper ship from Japan while that country was still officially "closed." From the China Coast he eventually arrived in 1865 aboard a ship owned by Alpheus Hardy, who was a trustee of both Phillips Academy, Andover, and Amherst College.

After graduating from both Andover and Amherst, Neesima returned to Japan to found a Christian college in Kyoto. From this modest start The Doshisha has developed into a university of 19,000 students, a separate (but adjacent) Women's College, three senior and three junior high schools and a kindergarten, with a total enrollment of approximately 30,000 on four different campuses. The Doshisha is one of the oldest and best known private educational institutions in Japan.

Over thirty Amherst graduates have taught at The Doshisha, and since 1922, except for the years 1941 to 1947, Amherst has maintained a resident instructor at Doshisha University.

Through the generosity of alumni and friends of the College, Amherst House, a New England Georgian style residence, was built on the Doshisha campus in 1932 as a memorial to Neesima and to Stewart Burton Nichols of the Class of 1922, the first student representative. It houses some twenty Doshisha students and serves as a center of cultural exchange between faculty and students from East and West. After the end of World War II, Amherst strengthened its representation with a full-time member of the Faculty, Professor Otis Cary of the Class of 1943, who directs Amherst House, teaches in the Faculty of Letters in the University, and serves in a number of other capacities. Since 1958, a graduating Senior has been selected as the Amherst-Doshisha Fellow to live in Amherst House and teach English for one year.

In 1962, the College, thanks to further generosity of friends and alumni, built a guest house of modern Japanese design, which includes quarters for the Director, well-appointed guest suites, and dining facilities, to enhance the possibilities of exchange across cultural barriers. As the importance of Eastern ideas and Asian cultures gains increasing recognition, Amherst House is able to provide unique facilities and a sympathetic environment for scholars visiting Kyoto—for a thousand years the capital of Japan and still the center of traditional Japanese culture.

Otis Cary, m.a., *Director*

The Folger Shakespeare Library

The Folger Shakespeare Library in Washington, D.C., was established by the will of Henry Clay Folger, of the Class of 1879. The library is administered by the Trustees of Amherst College. Mr. Folger's original collection, which remains the nucleus of the Library's holdings, emphasized Shakespeare, Shakespeare's contemporaries, and the history of Shakespeare production. Continuing acquisitions of books and manuscripts have increased the size of the collection many times over and broadened the scope of the Library to include every phase of Tudor and Stuart civilization. At present the Library is second only to the British Museum in its holdings of books printed in England between 1475 and 1640. Its holdings in the period from 1640 to 1715, in materials relating to the Continental Renaissance and in such specialized areas as Renaissance musicology and drama are also extensive.

Facilities include reading room, stacks, offices, and service areas for such activities as ordering, cataloging, binding, and photoduplication. The Library also has a public exhibit hall and a theatre embodying characteristics of an Elizabethan playhouse.

Mr. Folger intended his library to be an active educational center "for the promotion and diffusion of knowledge in regard to the history and writings of Shakespeare." The Library has sought continuously since its creation to enlarge its educational function. Its reading room is open to all qualified scholars. Through its photoduplication department and its travelling exhibits it provides services for scholars and school groups outside of the Washington area. A docent program offers tours and lectures to visiting school groups. The Folger Fellowship program offers senior, short-term, and dissertation year fellowships to both foreign and American scholars. Folger seminars are offered annually in cooperation with the consortium universities of the Washington area and are also open to qualified Amherst students. A program of lectures, concerts, and cultural events is held at the Folger theatre and is open to the general public without charge. A repertory group produces four to five dramas each year in the theatre. A publication program further contributes to the Library's objective of "diffusing knowledge" of Shakespeare, of English culture, and of the Renaissance.

FOLGER LIBRARY OFFICERS

O.B. Hardison, Jr., ph.d., *Director*
Philip A. Knachel, ph.d., *Associate Director*
John F. Andrews, ph.d., *Director of Research Activities*
James P. Elder, Jr., ph.d., *Development Officer*
Nati Krivatsy, ph.d., *Reference Librarian*

Lilly S. Lievsay, b.a., *Head Cataloguer and Curator of Books*
Suellen Towers, m.s.l.s., m.a., *Reading Room Supervisor*
Elizabeth Niemyer, m.a., *Acquisitions Librarian*

II

ADMISSION
TUITION AND FEES
FINANCIAL AID

Music
Building

Admission

ADMISSION to Amherst is highly competitive, but there is no rigid formula for gaining admission to the College. In selecting a class, Amherst seeks a diversity of excellence, academic and otherwise. As applicants present their special qualities as students and persons, they are urged to exercise the same independence, self-awareness, and imagination encouraged in students at Amherst. In judging an applicant's qualifications, the Admission Committee pays particular attention to (1) the quality of a student's academic program, (2) academic performance, (3) results of the College Entrance Examination Board Scholastic Aptitude and Achievement Tests or the American College Testing Program, (4) the recommendation of the secondary school counselor or principal, (5) evidence of curiosity and resolution, (6) the character and health of the applicant, and (7) the breadth and depth of the applicant's interests and achievements.

HOW AND WHEN TO APPLY FOR ADMISSION

Applications should be filed in the senior year between September 1 and February 1. Decisions of the Committee on Admission will be mailed to candidates about mid-April.

Students with exceptional ability and maturity who have outrun the educational opportunities of their communities may apply for admission after three years of secondary school.

Amherst has an Early Decision Program for students who have selected Amherst as the college of their choice. Details are available with the application form. The deadline is November 1, and decisions will be mailed on or before December 15.

Beginning students usually enter in September.

Financial Aid applicants should refer to information under "Tuition and Fees."

The formal application should be accompanied by a check or money order for $25 made payable to The Trustees of Amherst College. This application fee will not be refunded if the student withdraws his or her application or is not admitted.

Correspondence regarding admission to the Freshman class should be addressed to the Dean of Admission, Amherst College, Amherst, Massachusetts 01002.

DEFERRED ADMISSION

Amherst has found that students who take a year off between secondary school and college often gain an added perspective and maturity which

prepare them to take better advantage of the education Amherst has to offer. All who are admitted as Freshmen may, if they so desire, defer their matriculation for one year (or, with special permission, for two). Candidates who did not go on to college directly from secondary school are also encouraged to apply.

PERSONAL INTERVIEW

Whenever possible, it is desirable that a candidate—especially one who lives within 200 miles of the College—visit the campus for a personal interview with a member of the Admission Staff. Throughout the year the Office of Admission is open on weekdays from 8:30 a.m. until 12:00 noon and from 1:30 p.m. to 4:00 p.m. Between Labor Day and Christmas it is open on Saturday from 8:30 a. m. to 12:00 noon. Because of the large number of visitors, it is always advisable to write or telephone well in advance for a definite appointment. It will be helpful to the Admission Staff if applicants bring with them to their interviews unofficial copies of their high school or college transcripts. Seniors are urged to visit no later than February 1; juniors no earlier than May 1. Transfers are welcome at any time, but should plan to visit by April 1 if they are seeking admission the following fall.

During February and March, personal interviews will be granted to transfers only. During the month of April, high school juniors are welcome to attend either of two daily information sessions at 10:30 a.m. and 2:30 p.m. conducted by members of the Admission Staff, but personal interviews for juniors will not be granted until May 1.

Because of the tremendous number of visitors seeking interviews between Labor Day and February 1, and occasionally in August, the individual appointment calendars are often full. To guarantee that all visitors can be accommodated, certain times are reserved for group interview sessions. These are conducted from Monday through Friday at 11 a.m. and 3 p.m. and on Saturdays between Labor Day and Christmas at 9 a.m. and 11 a.m. In this way, no one is denied an opportunity to meet with a member of the Admission Staff during this busy season of the year.

When a trip to Amherst is not feasible, a candidate should write to the Dean of Admission requesting an interview with a local alumnus in or near his or her home community. The candidate's opportunity for admission will not be prejudiced if circumstances are such that an interview cannot be arranged.

RECOMMENDED PREPARATION

The following minimum program of studies is recommended:

English .....4 years

Mathematics .....3 years (more if your academic interest is in mathematics or the sciences)

Foreign Language . . . . . 2 years (3 or 4 years of one recommended, and preferably through the final year of secondary school)

History and Social Science . . . . . 1 year (more if your academic interest is in these areas)

Laboratory Science . . . . . 1 year (more if your academic interest is in the sciences)

A command of English, which includes perception and understanding in reading and clarity and facility in writing, is essential. Solid grounding in mathematics up to calculus contributes to precision in thought and enables the student to pursue a variety of subjects. Proficiency in a foreign language permits the proper study of other cultures which, in turn, gives added perspective to understanding of our own culture and language. Previous study of history, social science, and a laboratory science provides an introduction to the understanding of the past and to the methodology and findings of inquiry in the present-day world. With this background, entering students will have the foundation needed to pursue most productively the goals of the liberal arts: to gain a full understanding of themselves, other people, and nature, and to live imaginative, responsible, and humane lives.

Occasionally a student who shows proof of exceptional ability and maturity may be admitted at the end of junior year without a high school diploma.

ADVANCED PLACEMENT

Candidates accepted for admission who have completed advanced work in secondary school may apply for advanced placement at Amherst. Each request is considered on individual merit and decisions are based on the teacher's recommendation, score on the College Board Advanced Placement Test, and the amount of material a student would have to repeat. Advanced placement enables qualified students to enroll in more advanced courses, but it *does not provide college credit* for courses completed in secondary school. The same holds true for individual college courses taken while a student is enrolled in high school. Questions on advanced placement should be directed to the Dean of Admission.

COLLEGE BOARD TESTS

All applicants for admission are required to take *either* the Scholastic Aptitude Test (SAT) and any three Achievement Tests of the College Entrance Examination Board, *or* the American College Testing Program (ACT) no later than December of senior year. Inasmuch as the registration deadline for both the CEEB and ACT tests is approximately one month prior to the test date, applicants should arrange to take these examinations as soon as

possible with the Secretary of the College Entrance Examination Board, Box 592, Princeton, New Jersey 08540. Students living in Arizona, Arkansas, California, Colorado, Idaho, Montana, Nevada, New Mexico, Oklahoma, Oregon, Texas, Utah, Washington, Wyoming, Alaska, or Hawaii should register with the Secretary of the College Entrance Examination Board, Box 1025, Berkeley, California 94701. For information about ACT tests, write ACT, P.O. Box 168, Iowa City, Iowa 52240.

Applicants in military service whose location makes examinations impossible are exempt from CEEB tests.

Regents Examinations. Applicants from the New York State public schools are expected to submit scores made on the Regents Examination in addition to the scholastic aptitude and achievement tests given by the College Entrance Examination Board.

ADMISSION AS A TRANSFER STUDENT

To be eligible for consideration as a transfer student, an applicant must:

1. Present credits which fully meet Amherst's entrance requirements;
2. Have completed creditably the work of at least one year in an institution which grants the baccalaureate degree or two years in a junior or community college;
3. Present a statement of an honorable record from that institution;
4. File a formal application for admission to Amherst by transfer.

Candidates for admission by transfer are usually admitted in September. The deadline for applications is March 1 and decisions will be mailed on or about May 1.

Candidates should note that, in general, only students with a B average or better will be considered for admission as transfers.

Special consideration is given to graduates of junior or community colleges who have achieved distinguished academic records.

Financial aid is available for transfer students.

Correspondence concerning admission of transfers should be addressed to the Dean of Admission.

COOPERATIVE ENGINEERING-SCIENCE PROGRAM

To facilitate the combination of a liberal arts course with education in science and engineering, Amherst will permit a student of high standing to pursue a five-year program in which the first three years are spent at Amherst College and the last two years at the Massachusetts Institute of Technology, or at any other engineering school approved by the Dean of the College, with the understanding that if the five-year program is satisfactorily completed, the student will receive the degree of Bachelor of Arts from Amherst College and the degree of Bachelor of Science from the engineering school.

PART-TIME STUDY

All regular students at Amherst College pursue their studies on a full-time basis. However, the Faculty recognizes that the College and the community benefit from the presence of a limited number of part-time students at Amherst. Persons not regularly enrolled may take courses, receive grades, and secure transcripts of the record of their work. Applications for admission for part-time study should be made to the Admission Office. No part-time student may be admitted to a course without the consent of the instructor.

Tuition and Fees

A CANDIDATE'S formal application for admission should be accompanied by a $25 application fee in check or money order payable to Amherst College. Upon notification of admission to the College a candidate is required to return with his or her acceptance a non-refundable advance payment of $100 which will be credited in full on the first term bill.

Comprehensive Fee (Tuition, Room, Board)	$5,950
Student Activities Fee	70
Blue Cross-Blue Shield Student Health Plan	115
Massachusetts Meal Tax	68
	$6,203

The first semester bill in the amount of $3,194 is mailed to all students in August and is due and payable on or before September 2, 1977. The second semester bill totaling $3,009 is mailed approximately December 16, 1977, and is due and payable on or before January 13, 1978. All College scholarships, Insured Tuition Plan payments, and any other cash payments received prior to mailing will appear as credits on the bill.

Student clearance cards will be issued by the Comptroller's Office upon payment of the College bill. These cards must be obtained before course cards may be picked up.

The fee for the support of various activities of the student body for 1977–78 is determined by the Student Allocation Committee. The $70 fee (included in the first semester bill) is turned over to the Director of Student Activities for controlled expenditure through the Student Allocation Committee. This fee provides a student with a copy of the yearbook, *The Olio*, and a one-year subscription to the student newspaper and magazine, *The Amherst Student* and *The Amherst Literary Magazine*. The fee also contributes to the support of the Masquers, the Film Society, The Seventy Players, the radio station, and includes tutorial and hospital service commitments as part of the more than forty organizations which make up student activities.

The charge of $105 appears on the comprehensive bill for twelve months of Accident and Sickness Insurance for the period September 1, 1977 through August 31, 1978. Details concerning the Student Health Services and the Blue Cross-Blue Shield Student Health Plan appear in the Amherst College Student Handbook.

Each new student, or former student re-entering, is charged a $35 guarantee deposit, which is refundable after graduation or withdrawal from college, less any unpaid charges against his or her account.

Miscellaneous charges such as fees for late registration, extra courses, library fines, lost or damaged property, etc., are payable currently when incurred.

Payment Plans

For those who wish the convenience of monthly payments, arrangements have been made for both a pre-payment plan and loan plan, including insurance for continued payment in case of death or disability of the parent. For further details write to: The Insured Tuition Payment Plan, 53 Beacon Street, Boston, Massachusetts 02108.

Tuition Changes

Despite every effort to maintain College fees at the lowest possible level, it has been necessary to increase the tuition fee at Amherst in each of the past eleven years. Therefore, students and their parents are advised that such increases may well be necessary in subsequent years. The College attempts to notify students of tuition changes at least twelve months in advance. Financial aid awards will be based on the schedule of fees in effect during the year of the award. Students who may require financial aid as the result of tuition changes are eligible to make application whenever necessary.

Refund Policy

In case of withdrawal before the opening day of a semester, all charges will be cancelled.

Refund of payment for or credit on student accounts in the event of withdrawal are as follows:

TUITION

Period of attendance calculated from day of first scheduled classes:

Prior to first day—100%	$2,150
1 day to 2 weeks—80%	1,720
2 weeks to 3 weeks—60%	1,290
3 weeks to 4 weeks—40%	860
4 weeks to 5 weeks—20%	430
5 weeks or more	no refund

ROOM AND BOARD

Refund shall be made on a formula basis for any student who withdraws voluntarily or who is dismissed from the College during a semester.

SCHOLARSHIP GRANTS

Scholarship grants are cancelled in full when determining cash refunds.

The officer having general supervision of the collection of tuition and fees is the Comptroller.

Financial Aid

IN a sense, every student at Amherst College is on scholarship. Beginning in September, 1977, the comprehensive charge for tuition, room, board and fees will be $5,950 and yet the education of each student costs the College more than $11,000 per year. General endowment income, gifts and grants to the College supply the difference.

For those students who cannot afford the regular charge, financial aid is available from a variety of sources. Through the years, alumni and friends of the College have contributed or bequeathed capital funds with the income to be used for scholarship and loan assistance to worthy students. These funds now amount to more than $6,000,000. Some, such as those designated for candidates for the ministry or for students from certain geographical areas, are restricted in use. For the most part, however, the income from these funds may be used at the discretion of the College.

Each year the alumni of the College through the Alumni Fund contribute a substantial sum for scholarship and financial aid purposes. Several Amherst Alumni Associations also provide special regional scholarships to students from their areas; such awards are currently sponsored by the Boston, Connecticut, Minnesota, New York City, Northern California, Northern Ohio, St. Louis, Southern California, Washington (D.C.) and Wisconsin Associations. Without these alumni contributions, the College could not maintain its present financial aid program.

Additional financial aid is available to Amherst students from sources outside the College. A number of foundations and corporations grant funds which the College distributes on the basis of high merit and financial need. Notable special scholarships are granted by the Gilbert H. Grosvenor Memorial Fund, the Agnes M. Lindsay Trust and the Charles C. Patrick Memorial Fund. The College also participates in the College Work-Study, the Supplementary Educational Opportunity Grant and the National Direct Student Loan programs of the federal government.

Amherst College has a broad financial aid program in which scholarship grants, loans and student employment all play an important part. About one third of the students receive financial aid. Awards range from $100 to $6,500.

The officer directly in charge of the administration of financial aid is Dean Routh.

FINANCIAL AID POLICY AND PROCEDURE

The College grants financial aid only in cases of demonstrated financial need, but student character and academic performance and promise are important factors. Students' financial needs are calculated by subtracting

from probable college-year expenses the amount which they and their families may reasonably be expected to supply. College-year expenses include tuition, room, board, fees, transportation and an allowance for books and personal expenses. The family contribution is computed in accordance with the standard procedures of the College Scholarship Service. The College assumes further that students will assist in financing their education through summer employment and part-time jobs during the college year.

Financial aid awards are generally a combination of scholarship grant and self-help opportunities. Under normal circumstances, after allowances have been made for family contributions and student contributions from savings and summer employment, the initial $1,500–1,750 of applicants' demonstrated needs will be met with a combination of college-year employment and long-term, moderate-interest loans and they may expect to receive gift aid to cover the balance of their needs. These loans require no payment of interest or principal before graduation from Amherst or graduate school, or completion of military, Peace Corps or VISTA service—whichever is latest. Thereafter, the loans are repayable on a monthly basis within a ten-year period at a moderate rate of simple interest.

Renewal of scholarship grants is not contingent upon acceptance of the loan portion; many students prefer to earn more money during the summer or at college so that less loan is needed. Conversely, students who are unable to meet the summer-earning expectation by reason of unusual or educational summer-time opportunities or who find it difficult to undertake campus employment may petition for an increase in loan to cover the difference. Recipients of national scholarships and outside foundation awards are often subject to a modification of the loan portion.

APPLYING FOR FINANCIAL AID

Financial aid candidates should file applications for financial aid *at the same time* they file their applications for admission. Applications must be received by the Admission Office before February 1 to be considered. An application for financial aid requires the submission of two forms: (1) a Financial Aid Form, to be completed by the candidate's parents; and (2) an Amherst College Financial Aid Application, to be completed by the candidate. The Financial Aid Form may be obtained from any secondary school guidance counselor; parents should send the completed form to the College Scholarship Service which will process it and forward the results to Amherst College for evaluation and final decision. Amherst College Financial Aid Applications are supplied by the Admission Office as part of the application for admission. Applicants for financial aid need not take any special examinations other than those required for admission.

Upperclassmen who desire renewal of their financial aid awards or who wish to apply for financial aid for the first time must file applications by April 20. Renewal forms may be obtained in the Financial Aid Office and

should be returned directly there. Upperclassmen will receive notification of their financial aid awards in July.

WILLIAM M. PREST BEQUEST

The Faculty of Amherst College, at its meeting of February 29, 1972, passed by unanimous vote a resolution that:

> . . . until such time as it votes to the contrary, the income and a portion of the principal of the Bequest of William M. Prest, Class of 1888, will be used to initiate new approaches to the problem of providing appropriate forms of financial assistance to Amherst College students.

The William M. Prest Bequest presently has a value of $735,000 and an annual income of approximately $36,000. First claim on the Prest funds goes to transfer students at Amherst, with special consideration to graduates of junior and community colleges. The balance of the income—and up to five percent of the principal—has been used to inaugurate the William M. Prest Loan Fund, a program of long-term loans at a moderate rate of interest with a graduated repayment schedule to reflect more accurately the earnings expectation of college graduates.

Although a regular financial aid application is required from candidates for Prest Loans, they are awarded on a less stringent basis than are the regular financial aid funds of the College. The actual demand and priority for such loans will have to be determined by experience but it is anticipated that as much as $25,000 in Prest Loans will be advanced in 1977–78.

STUDENT LOAN FUND

Through the generosity of friends of the College, the Student Loan Fund has been established from which small short-term loans may be made to students who require funds to meet personal emergencies or other needs for which financial aid funds may not be obtained. In accordance with the conditions set by the donors, use of the Student Loan Fund is limited to students in good scholastic standing whose habits of expenditure are economical. The rate of interest is slightly higher and the repayment period shorter than for scholarship loans, but complete scholarship application procedure is not required. The New England Society's Student Loaning Fund (for New England residents) and the Morris Morgenstern Student Loan Fund provide special interest-free loans on the same short-term basis as other student loans.

ADDITIONAL FINANCIAL AID INFORMATION

A more detailed description of the financial aid program, *Costs and Financial Aid at Amherst College*, is available upon request from the Admission Office. Questions about the financial aid policy of Amherst College should be directed to Dean Routh.

III

GENERAL REGULATIONS
DEGREE REQUIREMENTS

Memorial Hill

General Regulations

TERMS AND VACATIONS

The college year 1977–78 includes two regular semesters, the first with thirteen weeks and the second with fourteen weeks of classes. In the fall semester there is a Thanksgiving recess of one week. After the Christmas recess, there is a January Interterm. In the spring semester there is a vacation of one week.

The January Interterm is a four-week period between semesters free from the formal structures of regular classes, grades, and academic credit. It is, in essence, a time when each student may undertake independent study in a subject or area to which he or she might not have access during the normal course of the year.

Students may center their activities on the campus or elsewhere as they choose. They may read, write, paint, compose, or inquire into some question or concern as inclination, ingenuity, and resources permit. They may wish to explore further or more deeply a subject which has aroused their curiosity or about which they wish to know more.

All official College vacations and holidays are announced on the College Calendar appearing at the beginning of this catalog.

STUDENT CONDUCT

It is the belief of Amherst College that its students should be responsible for setting, maintaining, and supporting moral and intellectual standards. Those standards are assumed to be ones which will reflect credit on the College, its students, and its guests.

The College reserves the right to exclude at any time students whose conduct or academic standing it regards as unsatisfactory; in such cases fees are not refunded or remitted in whole or in part, and neither the College nor any of its officers consider themselves to be under any liability whatsoever for such exclusion.

Students are expected to conduct themselves in a manner consistent with the principles set forth in the following three statements. Failure to do so may in serious instances jeopardize the student's continued association with the College.

A. STATEMENT OF INTELLECTUAL RESPONSIBILITY AMONG STUDENTS AT AMHERST COLLEGE

Preamble

Every person's education is the product of his or her own intellectual effort and participation in a process of critical exchange. Amherst cannot educate

those who are unwilling to submit their own work and ideas to critical assessment. Nor can it tolerate those who interfere with the participation of others in the critical process. Therefore, the College considers it a violation of the requirements of intellectual responsibility to submit work that is not one's own or otherwise to subvert the conditions under which academic work is performed by oneself or by others.

Article I Student Responsibility

Section 1. In undertaking studies at Amherst College every student agrees to abide by the above statement.

Section 2. Students shall receive a copy of the Statement of Intellectual Responsibility with their final course schedule each semester. It is the responsibility of students to read and understand this Statement and to inquire as to its implications in each of their specific courses.

Section 3. Orderly and honorable conduct of examinations is the individual and collective responsibility of the students concerned in accordance with the above Statement and Article II, Section 3, below.

Article II Faculty Responsibility

Section 1. Promotion of the aims of the Statement of Intellectual Responsibility is a general responsibility of the Faculty.

Section 2. Every member of the Faculty has a specific responsibility to explain the implications of the statement for each of his or her courses, including a specification of the conditions under which academic work in those courses is to be performed. At the beginning of each semester all members of the Faculty will receive with their final class lists a copy of the Statement of Intellectual Responsibility and a reminder of their duty to explain its implications in each course.

Section 3. Examinations shall not be proctored unless an instructor judges that the integrity of the assessment process is clearly threatened. An instructor may be present at examinations at appropriate times to answer questions.

Article III The Judicial Board

Section 1. The Judicial Board shall consider any question relating to intellectual responsibility that may be brought before it and may also act upon its own motion.

Section 2. The Judicial Board shall make provisions for explaining the statement to incoming students and to new members of the Faculty, and for publicizing and interpreting the statement to the student body during the year.

Section 3. From time to time the Judicial Board shall make available to the Faculty information regarding effective specifications of the statement in particular courses.

B. STATEMENT ON FREEDOM OF EXPRESSION AND DISSENT

Amherst College prizes and defends freedom of speech and dissent. It affirms the right of teachers and students to teach and learn, free from coercive force and intimidation and subject only to the constraints of reasoned discourse and peaceful conduct. It also recognizes that such freedoms and rights entail responsibility for one's actions. Thus the College assures and protects the rights of its members to express their views so long as there is neither use nor threat of force nor interference with the rights of others to express their views. The College considers disruption of classes (whether, for example, by the abridgment of free expression in a class or by obstructing access to the place in which the class normally meets) or of other academic activity to be a serious offense that damages the integrity of an academic institution.

C. STATEMENT ON RESPECT FOR PERSONS

Respect for the rights, dignity and integrity of others is essential for the well-being of an academic community. Actions by any students which do not reflect such respect for others are damaging to each of us and hence damaging to Amherst College.

ATTENDANCE AT COLLEGE EXERCISES

It is assumed that students will make the most of the educational opportunities available by regularly attending classes and laboratory periods. At the beginning of the semester, all instructors are free to state the policy with regard to absences from their courses. Thereafter, they may take such action as they deem appropriate, or report to the Dean of Students the name of any student who disregards the regulations announced.

Students are asked to notify the office of the Dean of Students if they have been delayed at home by illness or family emergencies. They are also requested to report any unusual or unexplained absence from the College on the part of any fellow student.

Students who have been attended at home by a physician should, on the day of their return, report their absence to the Office of the Dean of Students and submit a statement concerning their illness and any recommended treatment to the Student Health Office. Students who are ill at College will normally be attended at the Millikin Infirmary or will be referred to the University of Massachusetts Infirmary by the Staff Physician. It is assumed that all students not excused by the College physician are well enough to attend their regular classes.

The responsibility for any work missed due to an illness or other absence rests entirely upon the student.

Details about student health and medical programs are provided in the Student Handbook.

RECORDS AND REPORTS

Grades in courses are reported in three categories:

Honor Grades = A+,A,A−,B+,B,B−

Passing Grades = C+,C,C−,D,Pass

Failing Grade = F.

Term averages and cumulative averages are reported on a 14-point scale rounded to the nearer whole number. The conversion equivalents are: A+ = 14, A = 13, A− = 12; B+ = 11, B = 10, B− = 9; C+ = 8, C = 7, C− = 6; D = 4, F = 1. A Pass does not affect a student's average.

Grade reports for D and F grades only will be sent to students after the end of the seventh week of classes each semester. A report of all grades and averages will be sent to each student at the end of each semester.

The academic records and averages of Amherst College students completing Five-College Interchange courses at Hampshire, Mount Holyoke and Smith Colleges, and the University of Massachusetts will include these courses and grades; no separate transcripts are maintained at the other institutions for Amherst College students.

"Rank in class" will not be used, but transcripts and grade reports will be accompanied by a profile showing the distribution of cumulative averages for students of the same class level in the current and in the previous two years.

Student academic records are maintained by the Registrar's Office and are confidential; information is released only at the request of the student. Partial transcripts are not issued; each transcript must include the student's complete record at Amherst College to date. An official transcript carries an authorized signature as well as the embossed seal of Amherst College.

Transcripts of credit earned at other institutions, which have been presented to Amherst College for admission or transfer of credit, become a part of the student's permanent record and are not issued, reissued, or copied for distribution. With the exception of Five-College Interchange courses, grades for courses that were transferred from other institutions are not recorded; credit only is listed on the Amherst transcript. Transcripts for all academic work at other institutions of higher education, including summer schools, should be requested directly from those institutions.

PASS/FAIL OPTION

Since 1975, for an experimental period of four years, Amherst College students have been allowed to choose, with the permission of the instructor, a pass/fail arrangement in two of the thirty-two courses required for the degree, but not in more than one course in any one semester. The choice of a pass/fail alternative must be made within fourteen days after the beginning of the semester and must have the approval of the student's advisor. No grade-point equivalent will be assigned to a "Pass," but courses taken on this basis will receive either a "P" or an "F" from the instructor, although

in the regular evaluation of work done during the semester the instructor may choose to assign the usual grades for work submitted by students exercising this option. Freshmen, who have the privilege of withdrawing from one course without grade penalty, and transfer students, who have the privilege of withdrawing from one course during their first semester at Amherst, must take no less than three graded courses in each semester.

EXAMINATIONS

Examinations are held at the end of each semester and at intervals in the year in all courses. At the end of each semester, final grades are reported and the record for the semester is closed. No extension of time is allowed for intraterm examinations and incomplete laboratory work beyond the date of the last scheduled class period of the semester, unless exception is granted by both the instructor and the Dean of Students.

A student who is prevented by illness from attending a semester examination may be granted the privilege of a special examination by the instructor and the Dean of Students, who will arrange the date of the examination with the instructor. There are no second or make-up semester examinations, unless a student is prevented by illness from taking such an examination at the scheduled time.

A semester examination may be postponed only by approval of the instructor and the Dean of Students.

DELINQUENCIES

At the midpoint and end of each semester, the cases of all students whose work is unsatisfactory are brought before the Deans for consideration. Those who have clearly shown their unfitness for college work are dismissed from the College. Others whose records are unsatisfactory are placed on scholastic probation.

Students belonging to one or more of the following groups may not expect to continue at Amherst College:

a. Those who in any semester are failing in two or more courses. Withdrawal from a course while failing it shall count as a failure.*
b. Those who in any semester fail a course and receive an average of less than 7 in courses passed.*
c. Those who in any semester pass all courses but receive an average of less than 6.
d. Those who have accumulated delinquencies in three or more courses during their college careers.
e. Those who have been on probation and have failed to meet the conditions of their probation.

*c.f. Degree Requirements

Students taking courses in a summer school to make up a delinquency incurred at Amherst College must have their summer school courses approved in advance by the Dean of Students. The College does not grant credit for summer school courses completed with a grade below C.

ROOMS AND BOARD

All students, unless specifically excused by the Dean, are required to live either in the dormitories of the College or in fraternity houses. Dormitory rooms are equipped with bed, mattress, pillow, bureau, desk, chairs, and bookcase or shelves. Occupants furnish their own blankets, linen, and towels, and may provide extra furnishings if they wish, such as rugs, curtains, lamps, etc.; they may not add beds, sofas, lounges, or other furniture of such nature except under certain circumstances. More complete regulations for dormitory occupancy are contained in the Student Handbook.

All students are required to eat in Valentine Hall unless excused by the Dean. There are no rebates for absence from meals.

Degree Requirements

BACHELOR OF ARTS

THE DEGREE, Bachelor of Arts, is conferred upon students who have satisfactorily met the requirements described below. The plan of studies leading to this degree is arranged on the basis of the equivalent of an eight-semester course to be pursued by students in residence at Amherst College.

The degree, Bachelor of Arts, *cum laude*, *magna cum laude*, or *summa cum laude* (Degree with Honors) is awarded to students who have successfully completed an approved program of Honors work with a department or group.

Other students who satisfactorily meet requirements as indicated below receive the degree, Bachelor of Arts, *rite*.

REQUIREMENTS

The Bachelor of Arts degree is awarded to students who:

1. Complete thirty-two full semester courses and four years of residence,* except that a student who has dropped a course without penalty during the Freshman year, or who has failed a course during the Freshman or Sophomore year, shall be allowed to graduate, provided he or she has been four years in residence at the College and has satisfactorily completed thirty-one full courses.

Transfer students must complete thirty-two full semester courses or their equivalent, at least sixteen of them at Amherst, and four years of residence, at least two of them at Amherst, except that a transfer student who has dropped a course without penalty during his or her first semester at Amherst shall be allowed to graduate with one less full course.

*In exceptional cases, a student with at least six semesters of residence at Amherst and at least twenty-four courses, excluding summer school courses not taken as make-up work or recognized as part of a transfer record, may apply for early graduation. Students seeking to graduate before they have satisfied the normal thirty-two course requirement will have the quality of their achievement thoroughly evaluated. The approval of the student's advisor, department, the Dean of Faculty, the Committee of Six, and finally the Faculty must be received to be granted the status of candidate for the degree.

2. Complete the requirements for a major in a department or a group of departments including a satisfactory performance in the comprehensive evaluation.

3. Attain a general average of 6 in the courses completed at Amherst and a grade of at least 70 or C in every course completed at another institution for transfer credit to Amherst.

COURSE REQUIREMENTS

All students except Independent Scholars are required to elect four full courses each semester and may elect an additional half course. The election of a half course in addition to the normal program is at the discretion of the student and without special permission. A student may not elect more than one half course in any semester except by consent of the Dean of Students and the departments concerned. In such cases the student's program will be three full courses and two half courses. Half courses are not normally included in the thirty-two-course requirement for graduation.

In exceptional cases a student may, with the permission of both his or her academic advisor and the Dean of Students, take five full courses for credit during a given semester. Such permission is normally granted only to students of demonstrated superior academic ability, responsibility, and will.

Any student who has failed a course will be able to take a fifth course in a given semester if, in the judgment of the Dean of Students and advisor, this additional work can be undertaken without prejudice to the student's regular program.

Students who prefer to make up a failed course at another approved institution in the summer may do so.

Students may not add a course to their program after the fourteenth calendar day of the semester.

Freshmen may, with the approval of the Dean of Students, drop one course during their first year without receiving a failing grade. They may drop the course either in the first or the second semester any time within the first eight weeks. Other exceptions to this rule shall be made only for medical reasons, or reasons of grave personal emergency, and shall be made only by the Dean of Students.

Transfer students may, with the approval of the Dean of Students, drop one course any time within the first eight weeks of their first semester at Amherst without receiving a failing grade.

Courses taken by a student after withdrawing from Amherst College, as part of a graduate or professional program in which that student is enrolled, are not applicable toward an Amherst College undergraduate degree.

THE LIBERAL STUDIES CURRICULUM

Beginning in September, 1978, entering students (the Class of 1982) will follow a new curriculum. Freshmen will take two courses, one each semester, in a program called Introduction to Liberal Studies (ILS). Each ILS course will be planned and taught by three, four or five members of the Faculty, representing different disciplines, who collaborate to develop an interdisciplinary topic. The subject matter of the courses will vary, reflecting the concerns of the groups of Faculty members who devise them. Freshmen will choose and take one of the several ILS courses offered each semester, and each student will be urged to choose an ILS course in the second semester which is significantly different from the course selected in the first semester.

Through the ILS courses, Freshmen will be exposed to the range of learning that takes place at the College. They will see what the nature of the institution is and what actually takes place in the College: what people do at Amherst and how they do it. Three or more Faculty members will bring differences in training and perspective to the Freshman courses, and these differences will alternately supplement and challenge the other members of the group. Each course will thus become a forum where students will be able to observe, compare and experience distinct intellectual styles.

Students will select a major field of concentration no later than the end of the Sophomore year, and this field will become the focus of their study in depth during Junior and Senior years. Another aspect of the Liberal Studies Curriculum will require upperclassmen to design and follow an Adjunct Program in addition to their majors, consisting of four courses—chosen by the individual students themselves—which contribute to a single line of inquiry. The Adjunct Program grows from the belief that liberal learning ought not to leave upperclassmen with no other commitment than fulfilling the major—or concentration—requirements. Principally in the Sophomore and Junior years, students will design a program to study a particular theme or question outside the major, selecting four courses with that in mind. In posing questions and combining courses to create the Adjunct Program, upperclassmen will be making something of their own, and will find that what they know is contingent upon what they ask and where they then look for answers. Such a program, which offers not a scattered and superficial acquaintance but something with a coherence of its own, will counter narrow specialization and illustrate the uses of diversity.

Under the new curriculum, all members of the Faculty will serve as academic advisors to students. Every student will have a College Advisor through his or her Sophomore year; thereafter, each student will have a Major Advisor from the student's field of concentration. Advisors will guide students in selecting ILS courses and in meeting the Adjunct Program's requirements. As a matter of College policy, advisors will urge that students show a broad distribution in their choice of electives.

The Liberal Studies Curriculum is based on a concept of education as a process or activity rather than a form of production. The curriculum provides a structure within which every student may confront the meaning of his or her education, and does it without imposing a particular course or subject on all students.

THE MAJOR REQUIREMENT

Liberal education seeks to develop the student's awareness and understanding of the individual and of the world's physical and social environments. If one essential object in the design of education at Amherst is breadth of understanding, another purpose, equally important, is mastery of one or more areas of knowledge in depth. Upperclassmen are required to concentrate their studies—to select and pursue a major—in order to deepen their understanding: to gain specific knowledge of a field and its special concerns, and to master and appreciate the skills needed in that disciplined effort.

A major normally consists of eight courses pursued under the direction of a department or special group. A major may begin in either the Freshman or Sophomore year and is normally declared by the beginning of the Junior year. Students may change their majors at any time, provided that they will be able to complete the new program before graduation.

The major program can be devised in accordance with either of two plans:

DEPARTMENTAL MAJORS

Students may complete the eight-course requirement within one department. They must complete at least six courses within one department, however, in which case they may take the remaining two courses in related fields approved by the department.

INTERDISCIPLINARY MAJORS

Students with special needs who desire to construct an interdepartmental major will submit a proposed program, endorsed by one or more professors from each of the departments concerned, to the Committee on Special Programs. Such a program is normally composed of courses available in the existing departments or at the Five College institutions. If the Committee approves the proposal, it will appoint an ad hoc committee which will have all further responsibility for approving modifications in this program, selecting an advisor, administering an appropriate comprehensive examination, and making recommendations for graduation with Honors.

A part of the major requirement in every department is an evaluation of the student's comprehension in his or her major field or study. This evalua-

tion may be based on a special written examination or upon any other performance deemed appropriate by each department. The mode of the evaluation need not be the same for all the majors within a department, and, indeed, may be designed individually to test the skills each student has developed.

The evaluation should be completed by the seventh week of the second semester of the Senior year. Any student whose comprehension is judged to be inadequate will have two opportunities for re-evaluation: one not later than the last day of classes of the second semester of the Senior year, and the other during the next college year.

DEGREE WITH HONORS

The degree Bachelor of Arts with Honors is awarded at graduation to students whose academic records give evidence of particular merit. It may be awarded *cum laude, magna cum laude,* or *summa cum laude,* according to the level of achievement of the candidates. All degrees with Honors are noted on the diploma and in the commencement program.

The award of Honors is made by the Faculty of the College. In making such awards the Faculty will take into account the following factors: (1) Candidates must have a minimum college average of 9 (B−) to be eligible to be considered for the degree *cum laude,* of 11 (B+) for the degree *magna cum laude,* and of 12 (A−) for the degree *summa cum laude.* (2) Candidates must receive the recommendations for the degree *cum laude, magna cum laude,* or *summa cum laude* from the department in which they have done their major work. Each department will define the conditions upon which it will be its practice to make recommendations to the Faculty. (3) Candidates for the degree *summa cum laude* will have their entire records reviewed by the Dean of the Faculty and the Committee of Six, who will transmit their recommendations to the Faculty. Only students of marked distinction in both general work and in the field of Honor studies will be recommended for the *summa cum laude* degree.

In exceptional cases, upon recommendation of the department in which the candidate has done his or her major work, the Committee of Six may recommend to the Faculty that a student be awarded a degree of Honors for which the student does not have the required average.

The minimum average required for a student to be accepted by a department as a candidate for Honors is determined by the department concerned.

Students in the Independent Study Program may become candidates for the degree with Honors. Recommendations for such students will be made by the student's tutor together with those members of the student's committee who have joined in assigning a comprehensive grade in the program.

INDEPENDENT STUDY

A limited number of students who elect to do so may participate in an Independent Study Program, usually in the Junior or Senior years. Participants are chosen by the four-member Faculty Committee on Special Programs, which includes the Dean of Students, after nomination for the program by a member of the Faculty. Independent Scholars are free to plan a personal program of study under the direction of a tutor, chosen by the student with the advice and consent of the Committee. The tutor provides the guidance and counsel necessary to help the student attain the educational objectives he or she has set. The tutor and one or more other members of the Faculty familiar with the student's work will ultimately assign a comprehensive grade and provide a detailed, written evaluation of the student's performance which will become part of the individual's formal record at Amherst College. Grades in such regular courses as the student may elect will be taken into account in assigning the comprehensive grade, and the student is eligible for a degree with Honors, as well as all other awards and distinctions.

FIELD STUDY

The Faculty has instituted a program of Field Study under which students may pursue a course of study away from Amherst for either one or two semesters. Students are admitted to the program by the Committee on Special Programs after approval of their written proposal, and are assigned a Field Study Advisor chosen from the Faculty.

Upon being admitted to Field Study, students become candidates for the degree of Bachelor of Arts with Field Study, which is normally attained in four and one half or five years. During the first semester in residence at Amherst after the period of Field Study, students must take a Special Topics course, normally with their Field Study Advisor, in which they draw on both their experience of Field Study and further investigation relating to it. Students may also pursue a related Special Topics course in the semester before they enter their program of Field Study.

Students pursuing a two-semester plan of Field Study will be allowed to continue after the first semester only upon providing evidence to the Committee that they are satisfactorily carrying out their program. No student shall begin study in the field later than the first semester of the Senior year.

Students pursuing Field Study shall maintain themselves financially in the field, and during the period shall pay a Field Study fee to the College in lieu of tuition.

The transcript of a student who has undertaken Field Study shall include a short description and appraisal by the Field Advisor of the student's project and of the related Special Topics course.

ADVANCED PLACEMENT

Amherst credit is not granted for Advanced Placement. A student may be advanced to a higher level course if the student's previous Advanced Placement curriculum, scores, and academic record indicate that an Amherst course will be largely repetitive. Approval for the advanced course is granted after a conference with the professor who will teach the higher-level offering.

FIVE COLLEGE COURSES

Amherst, Hampshire, Mount Holyoke and Smith Colleges and the University of Massachusetts have for some time combined their academic activities in selected areas for the purpose of extending and enriching their collective educational resources. Certain specialized courses not ordinarily available at the undergraduate level are operated jointly and open to all. In addition, students in good standing at any of the five institutions may take a course, without cost, at any of the other four if the course is significantly different from any offered on their own campus and they have the necessary qualifications.

The course must have a bearing on the educational plan arranged by the student and his or her advisor. To enroll in a Five College course, an Amherst student must have the approval of the advisor and the Dean of Students. Permission of the instructor is required for students from other campuses if permission is required for students of the institution at which the course is offered.

Students should apply for interchange courses at least six weeks before the beginning of the semester since they may find some courses already filled after that time. Free bus transportation among the five institutions is available for interchange students.

Students interested in such courses will find current catalogs of the other institutions at the Loan Desk of the Library and at the Registrar's Office. Application blanks may be obtained from the Registrar's Office.

Other aspects of Five-College cooperation are described on page 4 and in the Student Handbook.

ACADEMIC CREDIT FROM OTHER INSTITUTIONS

Amherst College does not grant academic credit for work completed at other institutions of higher education unless it meets one of the following criteria: (1) each course offered as part of a transfer record has been completed and accepted by the College prior to matriculation at Amherst; (2) the work is part of an exchange program of study in the United States or abroad approved in advance by the Dean of Students; or (3) the work has

been approved by the Dean of Students as appropriate to make up a deficiency deriving from work not completed or failed at Amherst College (see Delinquencies).

COOPERATIVE DOCTOR OF PHILOSOPHY

A cooperative Doctor of Philosophy program has been established by Amherst, Hampshire, Mount Holyoke, and Smith Colleges, and the University of Massachusetts. The degree is awarded by the University of Massachusetts, but some, perhaps much—and in a few exceptional cases even all—of the work leading to the degree might be done in one or more of the other institutions.

When a student has been awarded a degree under this program, the fact that it is a cooperative doctoral degree involving Amherst, Hampshire, Mount Holyoke, and Smith Colleges and the University of Massachusetts will be indicated on the diploma, the permanent record, and all transcripts, as well as on the commencement program.

The requirements for the degree are identical to those for the Ph.D. degree at the University of Massachusetts except for the statement relating to "residence." For the cooperative Ph.D. degree "residence" is defined as the institution where the dissertation is being done.

Students interested in this program should write to the Dean of the Graduate School at the University of Massachusetts. However, a student who wishes to work under the direction of a member of the Amherst Faculty must have the proposal approved by the Dean of the Faculty of Amherst College and by the Amherst Faculty Committee of Six.

IV

COURSES OF INSTRUCTION

College Hall

Courses of Instruction

COURSES are open to all students, subject only to the restrictions specified in the individual descriptions. Courses listed as elective for a particular class may be elected by members of that class and higher classes. In general all courses numbered 1 to 9 are introductory language courses. Introductory courses in other areas are numbered 11 to 20, Senior Honors courses, usually open only to candidates for the degree with Honors, are numbered 77 and 78, and Special Topics courses are numbered 97 and 98. All courses, unless otherwise marked, are full courses. The course numbers of double courses and half courses are preceded by D or H. All odd-numbered courses are offered in the first semester, unless followed by the designation s, and all even-numbered courses are offered in the second semester unless followed by the designation f (with the exception of the Freshman Seminars below, which are listed sequentially).

SPECIAL TOPICS COURSES

Departments may offer a semester course known as Special Topics in which a student or a group of students study or read widely in a field of special interest. It is understood that this course will not duplicate any other course regularly offered in the curriculum and that the student will work in this course as independently as the director thinks possible.

Before the time of registration, the student who arranges to take a Special Topics course should consult the instructor in that particular field, who will direct the student's work; they will decide the title to be reported, the nature of the examination or term paper, and will discuss the preparation of a bibliography and a plan of coherent study. All students must obtain final approval of the Department before registration. Two Special Topics courses may not be taken concurrently except with the prior approval of the Dean of Students.

FRESHMAN SEMINARS

The Freshman Seminars are designed especially for first-semester Freshmen. Each is composed of fifteen to eighteen Freshmen, a Faculty member, and an upperclassman (normally a Senior) who has helped to plan the semester's work. The intention is to introduce Freshmen to the intellectual life of the College.

The concerns addressed by the seminars are uncommonly various. The hope is to make one aware of the attitudes, opportunities, and responsibilities—to oneself and to the world at large—that characterize the life of the mind. Discussion may move from large matters, like the nature and pur-

pose of a liberal arts education, to the knowledge and particular feelings of each student. The aim is a classroom in which teachers, Senior assistants, and Freshmen alike face fundamental questions openly. We assume that the primary learning experience is discovering how to cope with genuine intellectual dilemmas: how to ask necessary and useful questions. The lesson carried away from the seminars is more likely to be how the inquiring mind sets about its work—inferring, defining, organizing, criticizing—than a body of information. Because the College is changing to a new curriculum in the fall of 1978 (see page 33), the 1977 fall semester will be the final semester for Freshman seminars.

First semester. Two seminar meetings per week.

1. Creating and Innovating. This seminar will ask the question: How do new things happen? We will begin by looking at examples of creativity in science, technology, the arts, and other fields. We will be interested in the process by which novelty in thought and action emerges; in what the creative artist, the creative scientist, and perhaps the creative political activist have in common; in the frustrations and satisfactions experienced by individuals who try to think and act in new ways; and in how society copes with and controls originality. Students will be expected to do empirical research on creativity; to explore some of the theoretical literature; and to consider what importance creativity and originality might have for them personally, for their education at Amherst, and for the society in which they live. Works read will include Kranzberg's *Technology and Culture*, White's *Machina ex Deo*, Morison's *Men, Machines, and Modern Times*, James D. Watson's *The Double Helix*, and the 1977 *Report of the Select Committee on the Curriculum*.

Professor Aitken.

2. Ethical Issues in Scientific Research. Using a case study approach, we will consider a number of interrelated moral questions which scientists have encountered as they chose and carried out their work. Is there knowledge which should not be sought because the knowledge itself or the program of activities which might uncover it involve some physical or social danger? Does participation in the process of discovery carry with it responsibility for the use to which new knowledge might be put? In public debate, are scientists only to provide neutral technical advice or should they be advocates of policy as well? The initial cases will be drawn from controversies surrounding investigations of recombinant DNA, the relation of race to IQ, "XYY syndrome," the physics of nuclear weapons, "risky" treatments of human disease, the technology of nuclear power.

Professor R. B. Davidson.

3. The Recombinant DNA Controversy. Is recombinant DNA a new "microscope" or the ultimate of pollutants? Current and planned research on

the development and application of recombinant DNA technology is the center of intense controversy. This seminar will examine the conceptual and practical bases of current recombinant DNA research, as well as the social implications of that research. We will investigate the explosive growth of knowledge in the biological sciences, particularly as it relates to the positions taken by participants in the DNA controversy.

Professor Leadbetter.

4. Other People's Youth. We will discuss four lives: those of Thomas Jefferson, Emily Dickinson, Mahatma Gandhi, and Eleanor Roosevelt. To understand their youth we will use biography (Dumas Malone, *Jefferson*), poems and letters (Emily Dickinson), autobiography (Gandhi), and psychohistory (Erikson, *Gandhi's Truth*), and contemporary history (the Roosevelt years). Who best can help us to illuminate another's youth—poet, historian, psychiatrist, contemporary? Does autobiography reveal more than biography? Is it more difficult for us to grasp another's life in a distant era or a foreign culture? How soon are the constituents of greatness discernible: in a person's youth? in maturity? only in retrospect?

Professor Gifford.

5. Topics in Comparative History: Blacks and Women. An examination of the similarities and differences in the past history of blacks and women in Europe and Africa as background to their current situations in the New World. The course will explore such topics as how women and blacks are treated as data in the disciplines, the historical roots and manifestations of sexism and racism, and Judeo-Christian sources of "status" and "roles" of blacks and women and the evolution of the idea of blacks as "slaves" and women as "property." The course will also include readings and discussions on the similarities and differences between the white mother and the black mother, between the black militancy and Women's Liberation, etc., and the relationship between the feminine mystique and the black aesthetic.

Professor Davis.

6. The American Testament. This course will consider some of the fundamental documents of the American testament: The Preamble to the Declaration of Independence, the Preamble to the Constitution, and Jefferson's First Inaugural Address. We will study the historical, political, cultural and sociological aspects of these statements and their significance. One seminar meeting per week.

Professor Commager.

7. Higher Education and Society. The current problems of higher education are not primarily economic or political: they have to do with the fragmentation of contemporary culture and with the uncertain response of our institutions of learning and teaching to new social demands. This course

begins with a historical introduction to higher education in western society, and then turns to the origins of the present situation. Reading will include some of the classical sources of the western educational tradition and a number of major historical treatises, as well as more recent analyses. The course cannot directly answer the students' question, "What am I doing here?" It can suggest some answers to the question, "What is the situation of higher education?" and these might enable students to reflect more effectively on their own fate.

Professor Birnbaum.

AMERICAN STUDIES

Professors Aitken, Greene‡, Guttmann*, Hawkins (Chairman) and Levin; Associate Professor Dizard; Assistant Professors Gross, O'Connell, Wexler and Wills.

A student who chooses to concentrate in American Studies makes a commitment to study American culture and society from as many perspectives as possible. Institutions, ideas, artifacts, literature, politics, ethnic and racial groups, everyday life and the relationship among these will be among the subjects of study. The student should finish a course of study with an awareness of a personal and historical connection to those peoples and forces which constitute American culture and society. No single discipline can comprehend the subject. Work in European, American and Afro-American history, in social theory and sociology, philosophy and religion, political institutions and theory, economics, in literature, music, art, and architecture are possible approaches to the subject. Each student, on the basis of personal and intellectual interests, will define a coherent program of study drawing on at least some of these disciplines.

Major Program. The Department of American Studies assists the student through the following requirements and advising program:

Requirements: A student concentrating in American Studies will take both terms of American Studies 11 and 12—the introductory course—usually by the end of the Sophomore year; American Studies 68, the Junior seminar; and in the Senior year, American Studies 77 and 78 as a part of the work in writing an inter-disciplinary essay on an aspect of American experience. With the approval of the Department, American Studies 78 may become a double course.

The student will also take seven courses about American culture and

*On leave 1977–78.
‡On leave second semester 1977–78.

society selected from various disciplines. The course program should normally emphasize the study of history and literature (three courses in one field and two in the other). The two remaining courses should be selected from another discipline or from two related disciplines. One might, for instance, take two courses in economics or one each in American music and art, or one each in political and social theory. Each student may, however, with the approval of the Department, work out any combination of seven courses about America which constitute a coherent course of study.

Each student will submit an interdisciplinary essay to the Department near the end of the second semester of the Senior year and meet with the advisor and two readers to discuss it. The quality of the essay will be an important factor in degree recommendations.

Advising: Because each student develops an individual program of study in American Studies, it will be necessary to consult regularly with a departmental advisor. The purpose of this advising relationship is the creation of a context where a greater consciousness and definition of the student's educational interests and goals may be achieved.

Honors Program. All students majoring in American Studies must complete the requirements outlined above. Honors recommendations will be made on the basis of the quality of the Senior essay in light of the student's entire academic record.

Evaluation. There is no single moment of comprehensive evaluation in the American Studies major. The Department believes that a student's fulfillment of the American Studies course requirements, combined with a cumulative student-advisor relationship culminating in a Senior essay, provides for a range of performance in the field of American Studies sufficiently sustained to enable the Department to evaluate each student's achievement in the field.

11. American Studies. The Revolutionary Generation. A fresh look at how Americans, in the last half of the 18th century, tried to preserve the values and social order of their past by rebelling against British rule—and how in the process they actually transformed important aspects of their society, their politics, and their culture. Questions will include how slaveowners came to propagate American liberal principles, how changes in the family and in the New England communities were related to the Revolution, and how women did and did not benefit from the changing social order. Original materials from the period (diaries, pamphlets, novels, plays, art) will be used along with recent interpretive studies.

First semester. The Department. Because the course topic changes annually, students may elect American Studies 11 twice for credit.

12. American Studies. Equality and Inequality in American Life. We will investigate the tension between equality and inequality in American life

and values. We will also explore the question of what Americans understand equality and inequality to mean and how Americans balance equality off against values such as liberty and efficiency. Our study will include an assessment of the importance of class and race in creating or reinforcing inequalities in a sense of self worth, in power, and in economic opportunity and security. The following questions will shape our inquiry: Is America a society with more or less socio-economic inequality than other advanced industrial societies? Is inequality a necessary consequence of industrial capitalism? Is inequality an essential incentive for economic development? What is the relationship between justice and liberty? What are the costs of inequality for the less successful or rewarded members of American society? What is the impact of inequality on a democratic political system? Why has America never been able to sustain a mass socialist movement? In seeking answers to these questions we will study comparative materials on inequality and class, literary documents, political theory, and social theory. Among the authors likely to be considered are Louis Auchincloss, Harry Braverman, Herbert Gutman, Louis Hartz, Christopher Jencks, Karl Marx, Reinhold Niebuhr, Karl Popper, John Rawls, Hubert Selby, Jr., and Richard Sennett.

Second semester. The Department. Because the course topic changes annually, students may elect American Studies 12 twice for credit.

Family and Community in American History. See History 55.
First semester. Omitted 1977–78. Professor Gross.

Twentieth Century America. See History 56.
Second semester. Professor Hawkins.

Seminar in Southern History. See History 57s.
Second semester. Professor Hawkins.

The Progressive Generation. See History 58f.
First semester. Professor Greene.

Nineteenth Century America: The Emergence of a Modern Society. See History 59.
First semester. Professor Gross.

Nineteenth Century America: The Response to Industrialism. See History 60.
Second semester. Professor Gross.

American Diplomatic History I. See History 61s.
Second semester. Professor Levin.

American Diplomatic History II. See History 62f.
First semester. Omitted 1977–78. Professor Levin.

American Diplomatic History III. See History 64.
Second semester. Omitted 1977–78. Professor Levin.

American Intellectual History: The Bill of Rights. See History 63.
Elective for Juniors and Seniors with consent of the instructor. First semester. Professor Commager.

Community and Individualism in Early America. See History 65.
First semester. Omitted 1977–78. Professor Greene.

Seminar in American Educational History. See History 66.
Second semester. Omitted 1977–78. Professor Hawkins.

Seminar in Recent American History. See History 89.
Topic for 1977–78: The 1930s. First semester. Professor Hawkins.

Jewish Writers in America. See English 66.
Elective for Sophomores. Second semester. Omitted 1977–78. Professor Guttmann.

The Emergence of an American Literature. See English 67.
Elective for Sophomores. First semester. Professor Peterson.

Modern American Literature. See English 68.
Second semester. Professor O'Connell.

American Culture in Depression and War. See English 69.
Elective for Sophomores. First semester. Omitted 1977–78. Professor O'Connell.

Readings in American Literature. See English 70.
Second semester. Omitted 1977–78. Professor Peterson.

Photography and Literature. See English 74.
Second semester. Professor Wexler.

An Introduction to Black Studies. See Black Studies 11.
First semester. The Department.

Images of Black Women. See Black Studies 40.
Second semester. Professor Rushing.

Social Stratification of the Black Community. See Black Studies 43.
First semester. Omitted 1977–78. Professor Davidson.

The Black Family in the United States. See Black Studies 48.
Second semester. Professor Davidson.

American Drama: 1757 to the Present. See Dramatic Arts 28.
Second semester. Omitted 1977–78. Professor Keyssar.

Women Playwrights of the American Theater. See Dramatic Arts 31.
First semester. Professor Abramson.

The American Economy. See Economics 24.
Requisite: Economics 11. Second semester. Professor Nelson.

The Regulated American Economy: Public Policy, Pricing, and Corporate Finance. See Economics 25.
Requisite: Economics 14 or 24. First semester. Professor Nelson.

American Economic History. See Economics 28.
Requisite: Economics 11. Second semester. Professor Aitken.

Topics in Philosophy. See Philosophy 21.
In 1977–78 the topic will be: Moral Problems in Medicine and Medical Research. Requisite: Consent of the instructor. Elective for Sophomores. Limited to thirty students. First semester. Professor Kearns.

American Government. See Political Science 21s.
Second semester. Professor Arkes.

Law, Politics and Society. See Political Science 22f.
First semester. Omitted 1977–78. Professor Sarat.

Political Obligations. See Political Science 23.
First semester. Professor Arkes.

Politics and Parties. See Political Science 31.
Elective for Sophomores. First semester. Professor Arkes.

The American Constitution. See Political Science 41.
First semester. Omitted 1977–78.

Judicial Process and Policy Making. See Political Science 42.
Second semester. Omitted 1977–78. Professor Sarat.

Political Freedom Under the Constitution. See Political Science 47s.
Second semester. Omitted 1977–78.

American Political Thought. See Political Science 48.
Second semester. Omitted 1977–78. Professor Kateb.

Religion in America. See Religion 34.
Second semester. Professor Wills.

Race and Class in American Religious Thought. See Religion 38.
Second semester. Omitted 1977–78. Professor Wills.

Self and Society in American Religious Thought. See Religion 43.
First semester. Professor Wills.

Sport and Society. See Sociology 22f.
First semester. Omitted 1977–78. Professor Guttmann.

The Sociology of Professions. See Sociology 32f.
Requisite: Sociology 11 or 12, or consent of the instructor. Elective for Juniors and Seniors. First semester. Professor Dizard.

The Kenan Colloquium. See Kenan Colloquium.
First and second semesters.

68. Seminar in American Civilization. An interdisciplinary investigation of selected aspects of American civilization.
Required of all Junior majors in American Studies. One two-hour seminar weekly. Second semester. Professor Gross.

77. Senior Tutorial Course. The preparation of a Senior essay that develops a form of interdisciplinary inquiry in American civilization which has been approved by the Department.
Required of all Senior majors. First semester.

78. Senior Tutorial Course. The preparation of a Senior essay that develops a form of interdisciplinary inquiry in American civilization which has been approved by the Department.
Required of all Senior majors. Second semester.

97. Special Topics. Independent Reading Course.
First semester.

98. Special Topics. Independent Reading Course.
Second semester.

ANTHROPOLOGY AND SOCIOLOGY

Professors Birnbaum (Chairman) and Pitkin*; Visiting Professor Hollander; Associate Professors Babb and Dizard; Assistant Professors Davidson†, Gewertz and Meister.

The Anthropology and Sociology program is designed to complement the work of the other disciplines in the social sciences by bringing to bear the specific resources of each upon the understanding of man and woman in

*On leave 1977–78.
†On leave first semester 1977–78.

society and culture. Emphasis is placed upon traditional as well as upon modern societies and upon people in the past as well as in the present.

Major Program: Students majoring in the department will be able to emphasize either an Anthropology or Sociology curriculum. In the first instance students will normally take (although not necessarily in this order) Sociology 11 or 12, Anthropology 11, 12 and Anthropology 23 or Sociology 25, and four additional courses approved by the Department. Candidates for degrees with Honors will include Anthropology 77, 78.

Those who pursue a Sociology curriculum will normally take Anthropology 11 or 12, Sociology 11, 12 and Anthropology 23 or Sociology 25, and four additional courses approved by the Department. Candidates for degrees with Honors will include, as Seniors, Sociology 77, 78.

The departmental comprehensive examination will consist of an oral or written critique of a specific book of current interest in anthropology and sociology. Each year's book will be designated at the beginning of the fall semester.

Interdepartmental majors in combination with a number of other fields may be arranged for Honors candidates.

Anthropology

11. The Evolution of Culture. An analysis of culture in evolutionary perspective regarding it as the distinctive adaptive mode of humanity. The primary emphasis will be on the relations between biological, psychological, social and cultural factors in human life, drawing on the materials of primatology, paleontology, archeology and the prehistoric record.

First semester. Professor Gewertz.

12. Social Anthropology. An examination of theory and method in social anthropology as applied in the analysis of specific societies. The course will focus on case studies of societies from different ethnographic areas.

Second semester. Professor Babb.

Colloquium in the Nature of Deviancy. See Colloquium 21.

First semester. Omitted 1977–78. Professors Pitkin and Spelman.

21. Indian Civilization I: Traditional India. (This course is offered as History 41s in alternate years.) A general survey of South Asian civilization. The course will deal with the origins of Indian society, the development of the Hindu tradition, the major heterodoxies, and the coming of Islam to the subcontinent. The course will also examine village life, the traditional fam-

ily, and the principles of caste. Special attention will be given to folk religion. (See also History 42, Indian Civilization II: Contemporary India.)

First semester. Professor Babb.

23s. History of Anthropological Thought. An examination of the development of the anthropological tradition from the late nineteenth century to the present. Readings will be drawn from the works of key figures in the development of American, British and French anthropology.

Elective for Sophomores. Second semester. Professor Gewertz.

27. Anthropological Approaches to the Study of War. An examination of theoretical and methodological issues concerning the causes of war. Primary emphasis will be on explaining war in non-Western societies, but attention will be paid to models of general applicability. Topics will include the psychological and biological bases of war, as well as economic, ecological and socio-cultural determinants. One two-hour seminar each week.

Elective for Sophomores. Consent of the instructor required. First semester. Professor Gewertz.

28. Literature and Society. An exploration of the extent to which the anthropologist and the novelist share a common cultural heritage. Both can be seen as cultural creations employing different interpretive modes for the understanding of reality. Attention will be paid to the uniqueness of literary and anthropological discourse on one hand and the range of their convergence in style, idiom and humanistic concerns on the other. Authors will include Daniel Defoe, Mark Twain, Bronislaw Malinowski, Joseph Conrad, Oliver LaFarge and Chinua Achebe.

Elective for Sophomores by consent of the instructor. Second semester. Omitted 1977–78. Professor Pitkin.

31. Anthropological Approaches to the Study of Religion. An examination of anthropological theory and method relating to the analysis of systems of religious belief and practice.

Elective for Sophomores. First semester. Professor Babb.

34. Economic Anthropology. An examination of the economic systems of non-industrial societies. Emphasis will be placed upon determining the variables significant for studying and distinguishing between different economies. Economic activities will be placed within their environmental and social contexts in order to discover how changes in economic systems come about. One two-hour seminar each week.

Elective for Sophomores. Consent of the instructor required. Second semester. Professor Gewertz.

36. Culture and Personality. An examination of theoretical and methodological issues concerning the relationship between models of mental structure, consciousness and social structure. Primary emphasis will be on the

theories of Freud, Marx, and Lévi-Strauss. One two-hour seminar per week.

Elective for Juniors by consent of the instructor. Second semester. Omitted 1977–78. Professor Pitkin.

77, 78. Honors Course.
First and second semesters. The Department.

97, H97. Special Topics. Independent Reading Courses. Full or half course. First semester. The Department.

98, H98. Special Topics. Independent Reading Courses. Full or half course. Second semester. The Department.

Indian Civilization I: Traditional India. See Anthropology 21. (This course is offered as History 41s in alternate years.)

Introduction to Asian Civilization. See Asian Studies 11.
Elective for Freshmen and Sophomores. First semester. Professors Thurman and Tyler and members of the Committee.

Evolution of Human Social Behavior. See Biology 14.
Second semester. Professor Zimmerman.

The Sociology of the African Family. See Black Studies 47.
First semester. Professor Nketsia.

African Myths and Folktales. See Black Studies 60.
Second semester. Omitted 1977–78.

Sociology

11. Introduction to Sociology. From birth to death we live in a social as well as a physical universe. Our lives are literally governed by symbolic meanings—laws, customs, norms, and values—by which we indicate to others and to ourselves how to act and why we act the way we do. We are preeminently social, communicative beings, and even at our most spontaneous we can still be said to be playing socially defined roles and performing socially created rituals.

Sociology is, in part, an attempt to elucidate systematically the underlying structures and rules of social interaction. In this course, we shall examine patterns of everyday interaction as one way of answering the sociologist's question, "How is society possible?" We shall then explore the connections between everyday life and sociology's classical concerns with

broad questions of social structure, conflict, and change. Readings will include historically important contributions to the sociological perspective as well as recent empirical studies.

First semester. Professor Meister.

12. American Social Structure. In its 201st year—as in all the preceding ones—American society endures the contradiction between the political economy of capitalism and the egalitarian and libertarian ideals of our democracy. The course examines our major social institutions, and contrasts the contemporary United States with our own past while comparing it to the other industrial societies. Some of the problems considered are: property and the class system, technocratic control and the possibilities of a participatory politics, the American *imperium*, racial oppression, and the relationship of power to culture.

Second semester. Professor Birnbaum.

17. The Family. The intent of this course is to assess the sources and implication of changes in family structure. We shall focus largely on contemporary family relationships in America, but we will necessarily have to examine family forms different from ours, particularly those that are our historical antecedents. From an historical/cross-cultural vantage point, we will be better able to understand shifting attitudes toward the family as well as the ways the family broadly shapes character and becomes an important aspect of social dynamics.

First semester. Professor Dizard.

18. Deviance and Social Control. This course will introduce students to the sociological study of phenomena considered deviant in this society: delinquency, crime, mental illness, homosexuality, drug addiction, and prostitution are some examples. We shall examine the proposition that deviance is a matter of socially generated categories rather than an intrinsic property of any behavior, and the implications of this perspective for the control of deviance and for the social functions of deviant behavior and deviant groups. Readings and discussion will focus on the nature of deviant phenomena, casual and labelling theories, processes of becoming deviant, the natural settings of deviant behavior, and the nature of the societal response to deviance.

Second semester. Professor Meister.

Social Stratification of the Black Community. See Black Studies 43.

First semester. Omitted 1977–78. Professor Davidson.

Colloquium in the Nature of Deviancy. See Colloquium 21.

First semester. Omitted 1977–78. Professors Pitkin and Spelman.

22f. Sport and Society. A cross-cultural study of sport in its social context. Topics will include the philosophy of play, games, contests, and sport; the

evolution of modern sport in industrial society; Marxist and Neo-Marxist interpretations of sport; economic, legal, racial and sexual aspects of sport; national character and sport; social mobility and sport; sport in literature and film. Three meetings a week.

First semester. Omitted 1977–78. Professor Guttmann.

25. Modern Social Thought. In our century, strikingly different views of human nature and society have contended for intellectual (and political) supremacy. The conflict has extended to areas ostensibly remote from, but actually very critical to, social theory: epistemology and the history of science, aesthetics and linguistics. The course considers some of the major movements of thought since the First World War: Marxism, phenomenology, existentialism, structuralism, positivism, behaviorism, psychoanalysis. Readings from Gramsci, Lukacs, Mannheim, Merleau-Ponty, Sartre, Piaget, Lévi-Strauss, Foucault, Popper, Freud, Reich, Adorno. Students should have some background in the history of ideas and social thought.

First semester. Professor Birnbaum.

29. The Origins of Marxism. The founders of Marxism—with entire accuracy—situated themselves in the great tradition of European thought. This course examines the cultural and intellectual influences upon them, in the setting of a Europe struggling with the aftermath of the French Revolution and the development of industry. The readings include: Rousseau and the Encyclopedists, Helvetius, Condorcet, Saint-Simon, Smith, Ricardo, Owen, Malthus, Schiller, Fichte, Hegel, Bauer, Strauss, Feuerbach, von Stein, Heine. It is intended not only as an introduction to the work of Marx and Engels, but as an historical study in the problem of intellectual innovation, with implications for our own situation.

First semester. Omitted 1977–78. Professor Birnbaum.

30f. Social Change. An examination of classical and contemporary treatments of change. The sources of change and the phenomenon of social conflict. Orderly and revolutionary change. The role of the intellectual and ideology. The problems of analyzing modernization and economic development. One two-hour seminar per week.

Requisite: Anthropology 11, or Sociology 11 or 12. Elective for Juniors. First semester. Omitted 1977–78. Professor Dizard.

31s. Marxism. A study of the development of the thought of Marx and Engels, concentrating on the philosophical bases of their political economy. Some attention will be given, of course, to their political activity. The course on The Origins of Marxism is not a prerequisite, but students beginning their study of Marxism are advised to do some background reading before the term.

Second semester. Omitted 1977–78. Professor Birnbaum.

32f. The Sociology of Professions. What distinguishes the professions from other careers? How do professions emerge and become institutionalized? After treating broad questions such as these, we will focus on selected professions, especially medicine and law, in order to examine in detail the dynamics of professional training, the relationships between professionals and those they serve, the development of professional ideologies, and related themes. We shall also explore the bases of recurrent suspicion of and hostility toward experts and professionals. Finally, we will examine professionals in light of "new working class" theory.

Requisite: Sociology 11 or 12, or consent of the instructor. Elective for Juniors and Seniors. First semester. Professor Dizard.

34. Character and Social Structure. This course will examine the relationship between presumed polarities: individual and society, self and other, inner and outer, private and public. We shall begin with the perspective that the "self" is a social creation, defined for us rather than by us, and we will then explore the implications of this approach to social psychology. How do we become selves or persons with stable identities? What is the role of other persons, situations, and institutions in the shaping of personal identity? In what ways is the self continuously reconstituted and affirmed through social interaction? How can one's identity be discredited, denied, or significantly changed? And finally, in what sense can we describe character structure as a reflection of social structure? Readings for the course will be drawn primarily from the literature of symbolic interactionism and the structural analysis represented by the work of George Herbert Mead, Anselm Strauss, and Erving Goffman. Other reading will focus on the psychoanalytic and Marxist contributions of Herbert Marcuse, Robert Jay Lifton, and Philip Rieff.

Elective for Juniors and Seniors. Consent of the instructor required. Second semester. Professor Meister.

Colonialism in the Black Experience. See Black Studies 45s.

Second semester. Professor Davidson.

41. The Sociology of Culture. An inquiry into the viability of high culture, understood as constituted by the philosophical assumptions, thought structures and aesthetic sensibilities of the western intellectual elite since the medieval period. High culture will be compared with traditional culture, popular culture, mass culture. The social contexts of cultural production will be examined, and the problems of a possible democratization of high culture considered. The reading will include works by Matthew Arnold, Walter Benjamin, Pierre Francastel, Sigmund Freud, André Malraux, Jean-Jacques Rousseau, Susan Sontag, Lionel Trilling, Raymond Williams.

Permission of the instructor required. Limited to twenty students. First semester. Omitted 1977–78. Professor Birnbaum.

45. Issues in the Sociology of Mental Illness. "What is madness? What is sanity?" are the kind of questions that seem to elicit divergent and contradictory answers, from Kurt Vonnegut's "bad chemicals" to Thomas Szasz's "Problems in living." This course will take the questions themselves as the fundamental problem and will compare two very different ways of interpreting them: the medical-psychiatric model and the sociological-deviance model. The experience of being mad will be conveyed by reading first-person accounts, raising the question of meaning in madness. Other issues to be considered include labelling theory, stigmatization, the sick role, treatment, and institutionalization.

Elective for Juniors and Seniors. First semester. Professor Meister.

46. Soviet Society and Its Western Perceptions. Survey of major social institutions, processes and problems. Official and popular values and norms, stratification, social controls. The family, types of socialization and social problems (i.e., crime, delinquency, the misuse of leisure, rural migration, etc.). Nature and usefulness of various theoretical models of Soviet society. Contrasting western perceptions over time. Sources will include translated Soviet materials, and the writings of both western social scientists and former Soviet citizens. Two meetings a week.

Second semester. Professor Hollander.

The Black Family in the United States. See Black Studies 48.

Second semester. Professor Davidson.

Kenan Seminar 3: Democracy as a System of Power. Sociological perspectives.

Second semester. Professors Dizard and Kateb.

77, 78. Honors Course. First and second semesters. The Department.

97, H97, 98, H98. Special Topics. Independent reading courses. Full or half course. First and second semesters. The Department.

ASIAN STUDIES

Advisory Committee: Professor Moore; Associate Professor Babb (Chairman); Assistant Professors Hartford‡, Lewandowski*, Reck, Staelin and Thurman; Five College Assistant Professor Shetterly; Visiting Lecturers Craighill, Hirota and Tyler.

*On leave 1977–78.
‡On leave second semester 1977–78

The Asian Studies major is designed to give the student a framework within which to formulate an interdisciplinary program focusing on Asian civilization and culture. Majors will be expected to integrate perspectives offered by the social sciences and humanities in a program of study which emphasizes some major dimension of the experience of Asian peoples.

Major Program. Majors will be required to take Asian Studies 11. In consultation with his or her advisory panel (normally consisting of three members of the advisory committee) each major will also design an integrated program of study which includes at least eight additional courses on Asia. Each student's program will be interdisciplinary, and will emphasize East or South Asia, but will not exclude either. The program will be designed to focus on some major area of inquiry in Asian Studies. Seniors must display a comprehensive knowledge of Asia to be assessed in an oral examination. This examination will take into account the nature of each student's individual program of study. In addition, as two of the required eight courses every Senior majoring in the program will be expected to complete a project of independent work in Asian Studies 77 and 78, and to make a presentation (normally oral) to students and faculty on some topic emerging from his or her program of study. Recommendations for Honors will be based on the panel's evaluation of the quality of the independent project, which for honors will normally be a thesis.

Majors will be strongly encouraged to attain facility in an Asian language. Chinese and Japanese language courses are offered at Smith College, and the University of Massachusetts offers East Asian languages along with Sanskrit. Introductory Japanese is also offered at Amherst College. Opportunities for intensive summer language study are also available at other institutions.

Students in Asian Studies will be encouraged to spend at least one semester of their Junior year pursuing an approved course of study in one Asian country. Students interested in Japan have the opportunity to enter the Associated Kyoto Program, which is sponsored by Amherst and other colleges, and study Japanese language and related courses at Doshisha University while living with Japanese families in Kyoto. Similar arrangements can also be made for students who wish to study in Taiwan or India.

1. Elementary Japanese, Part I. The course will teach basic patterns and pronunciation of modern colloquial Japanese. Attention will be given to developing skills of listening, speaking, reading, and writing. The frequent use of audio-visual materials will aid students in learning the language in a socio-cultural context. Four class meetings per week.

First semester. Visiting Lecturer Hirota.

2. Elementary Japanese: Part II. A continuation of Asian Studies 1. The course will emphasize mastery of patterns used in daily conversation, writ-

ten materials to develop command of *kana* (phonetic script) and about 200 *kanji*, and to deepen understanding of the socio-cultural background of modern Japanese. Four class meetings per week.

Second semester. Visiting Lecturer Hirota.

11. Introduction to Asian Civilization. The course introduces students to aesthetic, religious, political and social patterns and ideas distinctive to Asia. The theme of the course changes from year to year. During 1977–78 it will be Enlightenment, Beauty, and Society over the broad sweep of Asian history. Starting from Harappa in South Asia and the Shang in East Asia and tracing the role of invasion and expansion in the formation of the classical cultures, detailed examination will be given to the 'enlightenments' or transvaluations accomplished by Buddha and Confucius in the mid first millennium B.C., followed by careful observation of their impact on the intellectual currents, aesthetic forms, and political events leading up to the great universal empires of Maurya and Han. In the next phase, we will focus on the process of inter-relationship between India and China as Mahayana Buddhism was transmitted throughout both cultures, culminating in the Pala and the T'ang. Finally, we will study the spread of civilization to Central Asia, Southeast Asia, and Japan, seeking some insight into the special geniuses of these cultures as well as a solid sense of the profuse richness of Asian civilizations generally. Readings will proceed as much as possible in the primary source material of the Asian spiritual and literary traditions, historical and sociological material given in lectures and reference readings. There will be slide lectures by visiting art historians to communicate some visual sense of the aesthetic realities, and music sessions with our resident ethnomusicologist will attune us audially.

First semester. Professor Thurman, Visiting Lecturer Tyler and members of the Committee.

13. Japanese Literature and Culture. This course introduces contemporary Japanese fiction in English translation in an effort to understand the social changes that have taken place in Japan in the last three decades. It examines the writing of Dazai and Ishikawa, the "libertine" writers of the immediate postwar era, the existential writers of the 1950s and the "internationalists" of the '60s. Special attention will be given to the works of Mishima, Oe and Abe. Knowledge of Japanese not required. Three hours of classwork per week.

First semester. Omitted 1977–78. Visiting Lecturer Tyler.

14. Japanese Theater and Film. An examination of the history of Japan's dramatic arts commencing with the *Noh*, *Bunraku*, and *Kabuki* theatrical forms. The primary attention will be on the development of the "New Theater" (*shingeki*) in the twentieth century and the motion picture. Examination of the works of contemporary playwrights, Abe Kobo and Terayama

Shuji, and of the leading film directors, Ozu, Shinoda, Kurosawa and Nagisa. One three-hour meeting each week.

Second semester. Visiting Lecturer Tyler.

16. Modern Japanese Literature. After a brief review of Japan's classical literary tradition, the course will focus upon the development of the modern novel in Japan from the beginning of the Meiji Restoration (1868) through World War II. Lectures will cover the pioneering efforts of Tsubouchi Shoyo and the rise of the naturalistic, White Birch and Aesthetic schools of writing. Special consideration will be given to the impact of Western thought and literature upon a major Asian literary tradition and the emergent role of the writer as an intellectual figure called upon to address the needs and frustrations of a society caught in rapid modernization. Authors to be read and discussed in English translation are Futabatei Shimei, Mori Ogai, Natsume Soseki, Shimazaki Toson, Tanizaki Jun'ichiro and Kawabata Yasunari. Three hours of classwork per week.

Second semester. Visiting Lecturer Tyler.

17. Classical Japanese Literature. An inquiry into the classical literature of Japan from the age of the Manyo Poets (500–800 A.D.) to the end of the Edo period (1603–1867). Among selections from mythology, poetry and prose to be read and discussed in translation are the *Manyoshu*, Murasaki Shikibu's *Tale of Genji*, Sei Shonagon's *Pillow Book*, *Tale of the Heike*, Yoshida Kenko's *Essays in Idleness*, Ihara Saikaku's *Life of an Amorous Woman* and the *haiku* of Basho, Buson and Issa. Three hours of classwork per week.

First semester. Visiting Lecturer Tyler.

18. Aesthetics of Japan. This course is an inquiry into the aesthetic values upon which Japanese culture has placed great emphasis. It examines the aesthetics of *aware* and *miyabi* of the Heian Court, the *shibui*, *sabi*, and *wabi*, of the Zen masters and haiku poets, the *iki* of Edo demimonde, and the *kakko ii* of contemporary cartoon artists. It also examines the critical writings of Tsurayuki, Motoori Norinaga, Kuki Shuzo, etc. Three hours per week.

Second semester. Omitted 1977–78. Visiting Lecturer Tyler.

20. Topics in South Asian Literature: Images of the Feminine in Indian Literature. An examination of conceptions of and attitudes toward women in Indian literature. Texts selected for reading and discussion will be drawn from ancient, medieval and modern literature (in translation) and from a variety of literary forms: poetry, drama, the novel. Attitudes of women authors will also be discussed.

Second semester. Omitted 1977–78 at Amherst College. See Interdepartmental 207f, Five College course offerings. To be given at Mount Holyoke College. Professor Shetterly.

22. Introduction to the Classical Literature of India in Translation. An examination of the classical forms of Indian literature with reference to theme, style and imagery. The material considered includes the poetry of the Vedas, the great epics (*Mahabharata* and *Ramayana*), Hindu and Buddhist folktales (*Panchatantra Jataka*), romance (*The Ocean of Story*), lyric poetry from the Sanskrit and Tamil *Anthologies*, and the classical drama (*Sakuntala* and *The Little Clay Cart*). In interpreting the texts, attention will be given to the indigenous aesthetic theories of *rasa* ("Mood") and *dhvani* ("Suggestion"). Three hours of classwork per week.
Second semester. Professor Shetterly.

Myth, Romance and Reality: The Story Literature of India in Translation. See Asian Studies 197A (also Comparative Literature 197A), Five College course offerings. To be given at the University of Massachusetts.
First semester. Professor Shetterly.

Elementary Sanskrit I. See Asian Studies 190A (also Classics 190), Five College course offerings. To be given at the University of Massachusetts.
First semester. Professor Shetterly.

Special Topics: Intermediate Sanskrit. See Asian Studies 297A, Five College course offerings. To be given at the University of Massachusetts.
First semester. Professor Shetterly.

Elementary Sanskrit II. See Asian Studies 190B, Five College course offerings. To be given at the University of Massachusetts.
Second semester. Professor Shetterly.

Economic Development. See Economics 36.
Second semester. Omitted 1977–78. Professor Staelin.

Indian Civilization I: Traditional India. See Anthropology 21.
First semester. Professor Babb.

Indian Civilization II: Contemporary India. See History 42.
Second semester. Omitted 1977–78. Professor Lewandowski.

East Asia Since 1800. See History 45.
First semester. Professor Moore.

Modern China. See History 46.
Second semester. Visiting Professor Drake.

Japanese Civilization and Culture. See History 47.
First semester. Omitted 1977–78. Professor Moore.

Modern Japan. See History 48.
Second semester. Professor Moore.

The City in Evolution. See History 83s.
Second semester. Omitted 1977–78. Professor Lewandowski.

East and West. See Colloquium 36.
Second semester. Professors Moore and Tyler.

Introduction to the Arts of East Asia. See Fine Arts 44.
Second semester. Professor Craighill.

Music of the Whole Earth I. See Music 23.
First semester. Professor Reck.

Seminar in World Music. See Music 24.
Second semester. Professor Reck.

Politics in Third World Nations. See Political Science 24.
Second semester. Omitted 1977–78. Professor Hartford.

Chinese Politics. See Political Science 45.
First semester. Omitted 1977–78. Professor Hartford.

Religious Traditions in Asia. See Religion 12.
Second semester. Omitted 1977–78. Professor Thurman.

The Indo-Tibetan Buddhist Tradition. See Religion 23.
First semester. Professor Thurman.

Topics in Indian Philosophy. See Religion 62.
Second semester. Professor Thurman.

77. Senior Tutorial.
Required of all Seniors. First semester. Members of the Committee.

78. Senior Tutorial.
Required of all Seniors. Second semester. Members of the Committee.

97. Special Topics. Independent Reading Course.
First semester. Members of the Committee.

98. Special Topics. Independent Reading Course.
Second semester. Members of the Committee.

ASTRONOMY

Professors Harrison, Huguenin, Irvine (Chairman) and Seitter; Associate Professors Arny, Dent, C. Gordon, K. Gordon, Greenstein, Taylor and Van

Blerkom; Assistant Professors Dennis, Goldsmith, Scoville, Tademaru and White.

A joint Astronomy Department provides instruction at Amherst, Hampshire, Mount Holyoke and Smith Colleges and the University of Massachusetts. Introductory courses are taught separately at each of the five institutions; advanced courses are taught jointly. ASTFC indicates courses offered by the Five College Astronomy Department. These courses are listed in the catalogs of all the institutions.

The facilities of all five institutions are available to departmental majors. (See description under Astronomy 77, 78.) Should the needs of a thesis project so dictate, the Department may arrange to obtain special materials from other observatories.

Major Program. The minimum requirements for the *rite* major are Astronomy 21 and 22 plus three courses chosen from Astronomy 20, 31, 37, 38, 43, 44; Physics 13, 14, and 23; and Mathematics 11 and 12. The minimum requirements for the Honors major are the above courses plus Astronomy 77 and 78.

Students intending to apply for admission to graduate schools in astronomy are warned that the above program is insufficient preparation for their needs. They should consult with the Department as early as possible in order to map out an appropriate program.

All Astronomy majors should attempt to complete Physics 13 before the start of their Sophomore year.

11. Introduction to Modern Astronomy. A course designed primarily for students not majoring in the physical sciences. The properties of the astronomical universe and the methods by which astronomers investigate it are discussed. Topics include the nature and properties of stars, our Galaxy, external galaxies, cosmology, the origin and character of the solar system, and pulsars. Students who are even considering majoring in Astronomy are cautioned that Astronomy 11 does not constitute an introductory course within the major. Three one-hour lectures per week.

First semester. Professor Greenstein.

Time and Space: Scientific and Cultural Perspectives. See Colloquium 16.

Second semester. Professors Babb and Greenstein.

20. Cosmology. The course will examine the origin, evolution, and structure of the universe.

Requisite: One semester of calculus and one semester of some physical science; no Astronomy prerequisite. Second semester. Professor Harrison.

21. Introduction to Astronomy (The Solar System and Stars). For astronomy majors or others interested in a quantitative introductory course.

Newtonian gravitation and the structure of the solar system; properties of the planets, meteors and comets; origin of the solar system; black-body radiation and stellar magnitudes; spectral lines and the spectral classification of stars; binary stars and stellar masses; nuclear energy and the structure and evolution of stars; the Hertzsprung-Russell diagram. Two ninety-minute lectures per week plus evening laboratories. To be given at Hampshire College.

Requisite: Physics 13. Elective for Sophomores. First semester. Professors C. and K. Gordon.

22. Introduction to Astronomy (Galactic and Extragalactic Astronomy). For Astronomy majors or others interested in a quantitative introductory course. Variable and exploding stars, pulsars, X-ray astronomy, the interstellar medium, galactic structure, external galaxies, quasars and cosmology. Two ninety-minute lectures per week plus evening laboratories.

Requisite: Physics 13. Although Astronomy 22 may be taken before Astronomy 21, students wishing to do so are warned that most students do not: those who do will require some outside reading in order to orient themselves and should consult with the instructor at the beginning of the course. To be given at Hampshire College.

Elective for Sophomores. Second semester. Professors C. and K. Gordon.

31. Space Science: The Solar System. Modern studies of the solar system, with emphasis on the recent manned and unmanned missions undertaken by NASA and the interpretation of their results. Intended primarily for non-science majors. Two ninety-minute lectures per week. To be given at Smith College.

First semester. Professor Irvine.

34. History of Astronomy. Astronomy and cosmology are traced from prehistoric relics through the beginnings of Egyptian and Babylonian astronomy to a dual culmination in Babylon and Greece in the last pre-Christian centuries. The influence of the achievements of antiquity on Arabic astronomy and the Latin Middle Ages is followed through the Copernican revolution to the beginning of modern science in the 17th century. The history of gravitational astronomy and astrophysics in the 18th and 19th centuries leads to our present understanding of the universe. Emphasis is placed on ideas and the relation of astronomy to other cultural trends. Reading is largely from original sources and translations. Same course as ASTF 34.

Requisite: Astronomy 11. Second semester. Professors Seitter and White.

37. Astronomical Observation. An introduction to the techniques of gathering and analyzing astronomical data. Subjects to be covered depend somewhat on individual interests: photography, calibration of photographs; photometry; spectroscopy and classification of spectra; determination of stellar temperatures, masses and radii; introduction to telescope

design and use: the astronomical distance scale. Two ninety-minute lectures and one evening laboratory per week. Same course as ASTF 37.

Requisite: Astronomy 11, 21 or 22 and Physics 14. Elective for Sophomores. First semester. Professors Seitter and White.

38. Techniques of Radio Astronomy. An introduction to radio astronomy with emphasis on practical techniques. The Five-College Radio Astronomy Observatory will be used to observe pulsars and other radio sources, and perform flux density and interferometric position measurements. Two ninety-minute lectures per week plus observing sessions. To be given at the University of Massachusetts.

Requisite: Physics 14. Elective for Sophomores. Second semester. Professor Huguenin.

43. Astrophysics I: Stellar Structure. The basic equations of stellar structure and their solution, polytropes, the virial theorem, energy transport in stars by radiation, conduction and convection, atomic processes leading to stellar opacity, nuclear energy generation in stars, stellar evolution. Two ninety-minute lectures per week.

Requisite: Physics 27 or permission of the instructor. Elective for Juniors. First semester. Professor Harrison.

44. Astrophysics II. Relativistic Astrophysics. Continuation of Astronomy 43. Stellar implosions and supernovae, degenerate matter in highly evolved stars, neutrino astrophysics, emission of radiation by accelerated charges in supernova remnants and pulsar magnetospheres, pulsar electrodynamics, neutron star structure, hydrodynamics of differential rotation in stars, black holes and gravitational radiation.

Requisite: Astronomy 43. Elective for Juniors. Second semester. Professor Greenstein.

73, 74. Reading Course. Students electing this course will be required to do extensive reading in the areas of astronomy and space science. Two term papers will be prepared during the year on topics acceptable to the Department.

Elective for Seniors. First and second semesters. The Department.

77, 78. Senior Honors. Opportunities for theoretical and observational work on the frontiers of science are available in cosmology, cosmogony, radio astronomy, planetary atmospheres, relativistic astrophysics, laboratory astrophysics, gravitational theory, infrared balloon astronomy, stellar astrophysics, spectroscopy, and exobiology. Facilities include the Five-College Radio Astronomy Observatory, the Laboratory for Infrared Astrophysics, balloon astronomy equipment (16-inch telescope, cryogenic detectors), and modern 24- and 16-inch Cassegrain reflectors. An Honors candidate must submit an acceptable thesis and pass an oral examination.

The oral examination will consider the subject matter of the thesis and other areas of astronomy specifically discussed in Astronomy courses.

Elective for Seniors. Required of Honors students. First and second semesters. The Department.

BIOLOGY

Professors Brower‡, Hexter‡, Leadbetter and Yost; Associate Professor Zimmerman (Chairman); Assistant Professors George and Williamson; Visiting Assistant Professor Sackett.

Major Program. The major in Biology consists of at least six courses in Biology, four of which will comprise an introductory core to insure breadth and two of which will be electives. The four core requirements are Biology 21, either Biology 22 or 26, either Biology 28 or 30, and either Biology 23 or 32. (Students through the Class of 1979 who have taken or had planned to take Biology 31 may substitute that course for Biology 28 or 30.) Biology 35, 41, 51, 52, and 53 are specifically designed to provide greater depth in certain areas of biology. In addition, Physics 13 and Chemistry 11 and 12 are required. Physics 14 and Chemistry 21 and 32 are strongly recommended. Specific requirements may be modified with the approval of the Department. Courses having numbers in the teens will not count toward the major without special approval by the Department. Students intending to major in Biology should take the necessary background courses in physics and chemistry as early as possible.

All majors must take a comprehensive examination during the Senior year. The examination may be oral, written or a combination of both, as determined by the Department. Senior majors are expected to attend departmental seminars during both semesters, and Junior majors are strongly encouraged to do so.

Honors Program. Honors work in Biology is intended to offer an introduction to the purposes and methods of biological research. It is an excellent preparation for those students who wish to become professional scientists or who wish to acquire first-hand knowledge of the methods of modern science. Honors candidates must elect Biology 77 and D78 in addition to the other requirements.

The work for Honors consists of two main activities: (a) an original investigation under the direction of some member of the staff, and (b) participation in a seminar in which the candidate reports on recent literature dealing with current scientific investigations.

‡On leave second semester 1977–78.

Courses for Non-Science Students. The courses numbered in the teens are designed for students who are not majoring in the sciences and for those not majoring in Biology in particular. These courses are intended to introduce students to the subject matter of the biological sciences, with emphasis on scientific methodology and on man's place in nature. Although these courses may be elected by any student, they do not normally satisfy the major in Biology nor are they recommended as a means of satisfying the admissions requirements of medical schools.

13. Genetics and Evolution. Sufficient classical and molecular genetics will be taught to provide a basis for consideration of several aspects of evolutionary biology, many of which overlap with psychology and the social sciences. These areas include the genetic basis of continuous variation, separating hereditary and environmental influences on development, the theory of natural selection, the evolution of vertebrates and the genetics and evolution of individual and group behavior. Throughout, the emphasis will be on the genetics, evolution and behavior of man. Three hours of lecture and discussion per week.

First semester. Professor Zimmerman.

14. Evolution of Human Social Behavior. A study of why and how societies have evolved with emphasis upon carnivore, primate and human societies. After considering the relevant principles of population biology, evolution and animal behavior, the structure and evolution of societies will be discussed. With this background, several aspects of human societies will be considered, including the ecology of subsistence, division of labor, mating systems, exchange and war. The course is similar to Biology 25, except no college-level biology is assumed, and there is more emphasis upon evolution and behavior of the human species. Students may not take both Biology 14 and 25 for credit. Three hours of lecture and occasional films per week.

Second semester. Professor Zimmerman.

18. Human Genetics: Science and Society. The course will have two objectives: (1) to introduce the facts and techniques of the genetics of man including cytogenetics, inborn errors of metabolism, population genetics, mutation, and selection; (2) to use this information as the basis of a discussion of science and society including the ethics of genetic engineering, the responsibility of a scientist for his discoveries, and the relationship of science and scientists to social problems. One seminar meeting per week.

Elective for Sophomores. Limited to two sections of fifteen students each. Second semester. Omitted 1977–78. Professor Hexter.

Animal Behavior. See Colloquium 22.

Limited to fifteen students. Second semester. Omitted 1977–78. Professors Brower and Sorenson.

Light, Color and Vision. See Colloquium 13.

First semester. Omitted 1977–78. Professors George and Towne.

20. Plant Natural History. The course will present a comparative survey of adaptive strategies in plants throughout the world with emphasis on evolutionary trends and processes. Topics considered will include pollination biology, coevolution, and mechanisms of seed dispersal, with emphasis on the higher plants of New England. Several aspects of agricultural systems will be discussed, ranging from early domestication of plants to modern agribusiness. Three classroom hours and four hours of laboratory or field work per week.

Second semester. Professor Sackett.

21. Genetics. A study of the basic facts of heredity and a consideration of the various hypotheses for the action of genes in the control of cellular and multi-cellular processes. Four classroom hours and four hours of laboratory work per week.

Requisite: Concurrent registration in Chemistry 11 or equivalent. Freshmen and Five-College students may elect if enrollment permits. Limited to four sections of twenty-four students each. First semester. Professors Hexter and Yost.

22. Developmental Biology. A study of the development of animals, leading to the formulation of the principles of development, and including an introduction to experimental embryology and developmental physiology. Four classroom hours and four hours of laboratory per week.

Elective for Sophomores. Freshmen may elect the course with the consent of the instructor. Limited to three sections of twenty-four students each. Second semester. Omitted 1977–78.

23. Ecology. A study of the relationships of plants and animals (including man) to each other and to their total environment. General principles will be illustrated by lectures, selected films, laboratory and field work, including an aerial reconnaissance flight. Three classroom hours and four hours of laboratoy or field work per week. Laboratory fee of $25.

Elective for Sophomores. Freshmen may elect the course with the consent of the instructor. First semester. Professors Brower and Sackett.

24. Natural History. A modern natural history, the course will present a comparative survey of adaptive strategies in animals and plants throughout the world. Three classroom hours and four hours laboratory or field work per week.

Elective for Sophomores. Limited to thirty-six students. Second semester. Omitted 1977–78. Professor Brower.

25. Sociobiology. A study of why and how societies have evolved with emphasis upon carnivore, primate and human societies. After considering

the relevant principles of population biology, evolution and animal behavior, the structure and evolution of animal societies will be considered, including the ecology of subsistence, dominance hierarchies, division of labor, mating systems, exchange and war. The basic text is E. O. Wilson's *Sociobiology*. Students may not take both Biology 14 and 25 for credit. Three hours of lecture and occasionally one hour of films per week.

Requisite: Biology 21 or consent of the instructor. Elective for Sophomores. First semester. Professor Zimmerman.

26. Physiology. Function and regulation in biological tissues, organs, and organ systems. How organisms regulate and digest food intake, control ion and water content, circulate fluids, exchange gases, respond to temperature changes, receive and respond to sensory stimuli, and organize defenses against foreign substances. How these activities are regulated by the nervous system and by hormonal controls. Three classroom hours and four hours of laboratory work per week.

Requisite: Chemistry 11. Elective for Sophomores. Limited to two sections of twenty-four students each. Second semester. Professors George and Yost.

28. Cell Structure and Function. An examination of organization and function in eukaryotic and prokaryotic cells as revealed by light and electron microscopy and chemical analyses. Cell energetics, cell and organelle formation, division, and evolution as discerned by modern physiological and biochemical interpretive studies will be examined. Four classroom hours and four hours of laboratory per week.

Requisite: Chemistry 12 or concurrent registration in that or equivalent course. Elective for Sophomores. Second semester. Professor Leadbetter.

30. Biochemistry. A study of the structure and function of biologically important molecules and their role(s) in life processes. Four classroom hours and four hours of laboratory work per week. Offered jointly by the Departments of Biology and Chemistry.

Requisite: One semester of organic chemistry and one semester of biology. The biology requirement may be waived for chemistry majors. Second semester. Professors Waggoner and Williamson.

31. Microbiology. A study of the ecology and physiology of micro-organisms. Four classroom hours and four hours of laboratory work per week.

Elective for Sophomores. Freshmen may elect the course with the consent of the instructor. First semester. Professor Leadbetter.

32. Evolutionary Biology. A study of evolutionary explanations in the life sciences, which includes consideration of population genetics and ecology, the nature of natural selection, the origin of life, the evolution of macromolecules and cellular particulates, the evolution of behavior and societies,

the fossil record of vertebrates and man, and the possibilities of intelligent life elsewhere in the universe. The course requires preparation of problem sets and take-home examinations. Four classroom hours per week.

Requisite: Biology 21. Elective for Juniors or for Sophomores with consent of the instructor. Second semester. Professor Zimmerman.

35. Neurobiology. Nervous system function at the cellular and subcellular level. Ionic mechanisms underlying electrical activity in nerve cells; the physiology of synapses; transduction and integration of sensory information; the analysis of nerve circuits; the specification of neuronal connections; trophic and plastic properties of nerve cells; and the relation of neuronal activity to behavior. Three classroom hours and four hours of laboratory work per week.

Requisite: Chemistry 11, Physics 14, and one semester of Biology. Elective for Juniors. Limited to twenty-four students. First semester. Professor George.

41. Advanced Developmental Biology. An analysis of current views of the development of plants and animals at the cellular and biochemical levels, with special attention to the genetic control of embryonic differentiation and to cellular interaction in morphogenesis. Three classroom hours and four hours laboratory per week.

Requisite: Biology 22. Elective for Juniors. Limited to twelve students. First semester. Omitted 1977–78.

51. Seminar: Topics in Comparative Biochemistry. Topics will vary from year to year but will be represented by the following: photosynthesis, biosynthesis of unusual compounds, cellular and colonial morphogenesis, regulatory mechanisms, the biology of viruses. Three hours per week.

Requisite: Biology 30 or 31 or consent of the instructor. Elective for Juniors. Limited to fifteen students. First semester. Professor Leadbetter.

52. Seminar in Genetics. A study in depth of one of several topics in genetics. Topics will vary from year to year. Primary sources will be used when available. Three hours per week.

Requisite: Biology 21 and the consent of the instructor. Elective for Juniors. Limited to fifteen students. Second semester. Omitted 1977–78. Professor Yost.

53. Seminar in Molecular Biology. A discussion of subcellular structure and function, with emphasis upon eukaryotes. Topics covered may include the biochemistry of gene structure and function; cellular and developmental regulation of gene expression; physiological and evolutionary aspects of gene function. Three hours per week.

Requisite: Biology 28 or 30. First semester. Professor Williamson.

77, D78. Biology Honors. All Honors students will take these three courses. The work consists of seminar programs and individual research projects.

Elective for Seniors. First and second semesters. The Staff.

97, H97, 98, H98. Special Topics. Independent Reading or Research Courses. Half or full course as arranged.

First and second semesters.

BIOPHYSICS

Advisory Committee: Professors Dempesy (Chairman), George, Kropf, Pease*, Waggoner and Yost.

A student may receive the B.A. degree from Amherst with an interdepartmental major in Biophysics. This program is designed for those few capable students who either wish the breadth of experience this program provides or who wish to prepare for graduate study. The major is organized around course offerings of the various science departments whose disciplines are fundamental to work in Biophysics.

Major Program. Each student, in consultation with the chairman of the advisory committee, will construct a program which will provide for a basic grounding in biology, chemistry and physics with supporting work in mathematics. The courses selected will introduce the student to each of the sciences basic to Biophysics, and in addition should enable him to reach a sufficient level of sophistication in the basic sciences so as to understand current problems in Biophysics. A typical program would be:

Mathematics: 11 and 12
Physics: 13, 14 and 15 (18 may be substituted for both 13 and 14)
Chemistry: 11, 12, 21
Biology: 21, 30
and three more courses chosen from offerings in advanced physics, physical and biological chemistry, and molecular biology.

All Biophysics majors are expected to attend the Biophysics seminar, where topics of current interest in Biophysics are discussed. It is important that a prospective Biophysics major consult with the Biophysics advisor early in his academic career in order to determine his course selections and prospective seminar and Honors work.

*On leave 1977–78.

Honors Program. Candidates for the degree with Honors should elect Biophysics 77 and D78 in addition to the above program. An Honors candidate may choose to do his Senior Honors work with any Faculty member from the various science departments who is willing to direct relevant thesis work. The comprehensive examination will be administered by members of the advisory committee.

77, D78. Biophysics Honors. The work consists of a seminar dealing with problems of current interest in Biophysics and the preparation of a thesis based upon an individual investigation under the direction of a faculty member.

Full course first semester. Double course second semester. The Committee.

97, H97, 98, H98. Special Topics. Independent Reading. Full or half course. First and second semesters.

BLACK STUDIES

Professors Davis and Nketsia‡; Associate Professor Campbell; Assistant Professors Davidson† (Chairman) and Rushing.

Major Program. There is a single Five-College major in Black Studies common to Amherst, Hampshire, Mount Holyoke, and Smith Colleges and the University of Massachusetts. The major is designed to equip the students with the normal requirements of a major in one of the traditional fields, in addition to a perspective on reality shorn of the distortions that have affected the perception of the roles and capabilities of blacks in the world. It is so structured as to provide, in addition to a general introduction to the various aspects of the field, specializations or concentrations in the area of history, literature, and the social sciences.

There are three parts to the major: Introduction, General Concentration, and Advanced Concentration. The Introduction and General Concentration are intended to present students with a comprehensive overview of the cultural and political history of people of African descent, and to introduce them in a general but thorough overview to the contemporary social, political, and economic realities of the black world. The Introduction and General Concentration must be completed by the end of the Sophomore year.

In Advanced Concentration the student must focus his or her studies within the field of History, the Humanities and Arts, or the Social Sciences.

†On leave first semester 1977–78.
‡On leave second semester 1977–78.

In this way the students will specialize and advance their study of the black experience while learning the methodology and critical language of a particular academic discipline.

We believe that the student majoring in Black Studies will be at least as well equipped with the skills normally sought by undergraduates in any of the traditional liberal arts disciplines, as well as with a clear-eyed, factual view of the history, culture, and situation of black people free from the rhetorical excess or the systematic distortion of Western scholarship.

Requirements for the Major. Ten courses are needed to complete the Black Studies major: one course in Introduction, four courses in General Concentration, and five courses in Advanced Concentration. In their Senior year majors are encouraged to submit a thesis to the Department. When planning their General and Advanced Concentration programs in consultation with their advisors, majors may elect Black Studies courses offered at the other institutions in the Five College system. To this end they should consult the *List of Five College Black Studies Courses* issued each year in the spring by the Five College Black Studies Executive Committee.

The outline of the major, and the courses offered at Amherst College that will satisfy the major requirements, are as follows:

I—Introduction (1 course): Black Studies 11 or 13.

II—General Concentration (2 courses from each group):

A. Humanities (2 courses): Black Studies 60, 62.

B. History (2 courses): History 71, History 72, Black Studies 61.

III—Advanced Concentration (5 courses from the area of specialization):

A. Social Sciences (5 courses): Black Studies 43, 45, 48, 60, 62, 63, 64.

B. Humanities (5 courses): Black Studies 33, 34, 49, 60, 62, 63, 64.

C. History (5 courses): Black Studies 49, 50, 51, 61, 69, 76, Religion 37.

D. Honors Course: Black Studies 77, 78, D78.

During their final semester at the College, majors will be examined by the Department for their general competence in the field of Black Studies.

Field Work. Majors are encouraged to participate in field work or its equivalent in one of the following ways: *a.* course-related work in local communities (e.g., Springfield); *b.* research and participation in communities elsewhere in the United States; *c.* study and work abroad (e.g., in Sub-Saharan Africa or the West Indies.

Honors Program. The Black Studies Honors Program consists of two or three semester courses of independent research (Black Studies 77, 78, D78) with a maximum of three research courses spread throughout the Junior and Senior years, or a Junior year abroad (Africa, Caribbean, or Brazil) may be substituted for them. Any Black Studies major who wishes to be considered for the degree with Honors must present an Honors thesis centering on a

topic which they have worked on during their research courses or while abroad.

11. An Introduction to Black Studies. An interdisciplinary introduction to the basic concepts and literature in the disciplines covered by Black Studies. Includes history, the social sciences and the humanities as well as a conceptual framework for investigation and analysis of Black history and culture.

First semester. The Department.

13. An Introduction to Black Studies: Research and Writing. An introduction to basic research methods including library use, project development, notes and bibliographies, and writing research papers. Strongly recommended for entering Freshmen.

First semester. The Department.

33. Introduction to African Poetry. This course surveys the traditional and contemporary poetry of West Africa, East Africa, and Southern Africa. It begins with a consideration of oral poetry which examines its function and performance as well as its themes and techniques. It then examines literary poetry with special emphases on the use it makes of traditional format, the cultural and political context of Negritude, the impact of political independence (and political oppression) on poetic sensibility, the controversy of which language (indigenous or European) poets should use, and the move from merely imitating European themes, tones, and styles to recreating them to express African realities. Close critical reading will scrutinize imagery, diction, tone and prevalent concerns like Edenic childhood, European education, and the impact of European mores on traditional culture. Among the poets studied are Okara, Soyinka, Okigbo, Brutus, Clark, the Diops, Senghor, U Tam'si, p'Bitek, Rabearivelo, Ranaivo, and Rabemananjara.

Supplementary reading will include *Mother is Gold* (Roscoe), *Whispers of a Continent* (Cartey), *Voices in the Whirlwind* (Mphaklele), *The Militant Black Writer* (Cook and Henderson), *The Negritude Poets* (Conroy), and *Oral Tradition in Africa* (Finnegan).

First semester. Professor Rushing.

34. Introduction to Afro-American Poetry. This course surveys the folk and formal poetry of the Afro-American experience. It is grounded in a study of sermons, spirituals, and the blues and goes on to close reading of such poets as Gwendolyn Brooks, Michael Harper, Robert Hayden, Langston Hughes, and Sterling Brown. Emphasis will be on themes, tone and imagery.

Second semester. Professor Rushing.

40. Images of Black Women. The course examines the spectrum of portraits of black women in fiction, drama, poetry, and autobiographies of the United States, Africa, and the Caribbean by considering the changes and constants in socio-political matrix, roles portrayed, imagery, and tone. Among the authors studied are Ama Ata Aidoo, Zora Neale Hurston, Alice Walker, Jean Toomer, Gwendolyn Brooks, Toni Morrison, and Wole Soyinka.

Second semester. Professor Rushing.

43. Social Stratification of the Black Community. An intensive analysis of class structures within the black community with regard to its juxtaposition with the larger society. A primary focus will be the political economy of blacks.

First semester. Omitted 1977–78. Professor Davidson.

45. Colonialism in the Black Experience. An examination of the dynamics of colonialism as it affected the social and political institutions of Africa in general terms. There will be an assessment of the impact of colonialism on contemporary black life in Africa, the West Indies and America.

First semester. Omitted 1977–78. Professor Davidson.

45s. Colonialism in the Black Experience. Same description as Black Studies 45.

Second semester. Professor Davidson.

47. The Sociology of the African Family. This course in the sociology of the African family deals with five representative societies: the *Akan* of Ghana in West Africa,. the *Nuer* of Southern Sudan, the central *Bantu* of Central Africa, and the *Swazi* and *Tswana* of Southern Africa. There will be an examination of marriage and the nuclear family as they operate in the African home and then a detailed study of the structure and organization of the clan and lineage systems of these societies. Particular attention will be paid to the communal nature of these societies—the common holding of property, collective responsibility, reciprocal obligations and, on the whole, the conception of the socio-political unit as an undying collectivity consisting of the dead, the living and the unborn.

First semester. Professor Nketsia.

48. The Black Family in the United States. An interdisciplinary study of the black family in the United States, with an emphasis on post-Civil War family structure and the impact of urbanization upon the family as a unit.

Second semester. Professor Davidson.

49s. Seminar on the 1960s. This course will concentrate on the civil rights movement and black liberation activities during the 1960s. The course will also focus on both the political and cultural aspects of the 1960s with an eye towards emphasizing the interrelatedness of these two aspects. Extensive

readings on the literature and analytical studies of the 1960s will be required. It is hoped that the student will have a general background knowledge in Afro-American history.

Second semester. Omitted 1977–78. Professors Rushing and Bracey.

50. African Elements in Brazil, Latin America and the Caribbean. A survey of the impact of African cultural elements in these areas. Emphasis is placed on African eschatological ideas; religious, philosophical and ethical notions; ideas of secret societies and their impact on the family, church, music, and language. Consideration will also be given to the social, political, and economic life in the respective areas. Much of the reading will be taken from Portuguese works translated into English and, where relevant, from French. A paper will be required.

Second semester. Professor Davis.

51. African Nationalism. The course will be concerned with traditional and ideological factors in African nationalism. The first part will examine independent church ideas: Ethiopianism, Zionism, Messianism, in the light of actual patterns of conduct in West, Central and South Africa. The second part will devote special attention to an assessment of political ideas as stated by a number of Africans in the nineteenth and twentieth centuries. Their relation to the evolution of African political parties and the emergence of independent states will also be considered. The course will be built around such concepts as "the political leader as a representative of a culture."

First semester. Omitted 1977–78. Professor Davis.

60. African Myths and Folktales. For countless ages myths and folktales have been used to educate, entertain and in other ways socialize the African child. The course will investigate the function of myths and folktales in religious beliefs, morality, drama and social organization of selected African societies. The prevalence of these myths and folktales among Africans in the New World will also be discussed.

Second semester. Omitted 1977–78. Professor Nketsia.

61. The Beginnings of Modern African Social Thought. The course will deal with the image that the African had come to acquire as a result of the slave trade and slavery by the end of the eighteenth century; the ideas of such great philanthropists and divines as Wilberforce, John Wesley, Granville Sharp and Sir Thomas Fowell Buxton among others; Christian evangelization and civilization especially of the nineteenth century, and educated African reaction to these exotic influences. Ideas such as those of Holy Johnson of Nigeria, Edward Blyden and Alexander Crummell of Liberia, Casely-Hayford, Mensah Sarbah and Kobina Sekyi of Ghana, and Sir Samuel Lewis and others of Sierra Leone will be examined.

Furthermore, ideas such as those of Mary Kingsley, Bowditch and the

redoubtable Fitzgerald, the nineteenth-century editor of the London African *Times* which contributed mightily to this development, will be studied.

First semester. Omitted 1977–78. Professor Nketsia.

61s. The Beginnings of Modern African Social Thought. Same description as Black Studies 61.

Second semester. Omitted 1977–78. Professor Nketsia.

62f. An Introduction to African Religious Beliefs and Practices. This course deals with African religions, beliefs and practices. Particularly it examines the structure and nature of African society and the function of religion in it. Specifically, the course will deal with five societies—three in West Africa and two in East Africa. The West African societies are centrally organized and hierarchical while the East African ones are acephalous and egalitarian. There will also be a survey of African beliefs and practices in the New World and especially in Bahia in Brazil, Cuba, Haiti and Surinam where the West African religions are practiced.

First semester. Professor Nketsia.

62. An Introduction to African Religious Beliefs and Practices. Same description as Black Studies 62f.

Second semester. Omitted 1977–78. Professor Nketsia.

63. Comparative Slave Systems in Africa and the Americas. This course will focus upon the distinction between "slave trade" and "slavery" in Africa, the anatomy of African slavery systems and their relation to community. It will also explore some of the major differences between slavery in Africa and that of the New World. The emphasis is on giving the student some understanding in depth of the variations between slave systems and their relation to the economic, religious and cultural situations confronting people of African ancestry. (To alternate with History 71.)

First semester. Professor Campbell.

64. The African Roots of Blacks in the Diaspora. The publication of *Roots* as well as the televised version have had an amazing impact on the American public. This course will focus on *Roots*, which will be examined on different levels: the ethnographical and historical perspectives, embracing village life in a traditional African setting (Juffure in the Gambia), the modern African slave trade, the Middle Passage, and slavery in Virginia. Students will be expected to test the accuracy of the work against the required reading material, and they will be encouraged to pursue their own family histories. Inasmuch as *Roots* transcends the minutiae of historical verification, the course will also evaluate the book in terms of the grandeur of its conceptions, its relevance for Blacks of the Diaspora. Its emotional appeal for *all* Americans will be examined and compared with the parallel appeal of *Uncle Tom's Cabin*, serialized in 1851. Readings will include works such

as P.D. Curtin, *The Atlantic Slave Trade* (1969); James Pope-Hennessy, *Sins of the Fathers: A Study of the Atlantic Slave Traders, 1441–1807* (1968); James Curtis Ballagh, *History of Slavery in Virginia* (1902).
Second semester. Professor Campbell.

77, D77, 78, D78. Honors Courses.

97, H97, 98, H98. Special Topics.

The following courses are listed for inclusion in a Black Studies program in 1977–78:

Seminar in Genetics. See Biology 52.
Second semester. Omitted 1977–78. Professor Yost.

Introduction to English: Reading. See English 11.
First semester. The Department.

Caribbean History: Pre-Columbian to Emancipation. See History 69.
First semester. Professor Campbell.

African History to 1880. See History 71.
First semester. Professor Davis.

Topics in Modern African History: Modernism in Twentieth Century Africa. See History 72.
Second semester. Professor Davis.

Zimbabwe: The Moment of Independence. See History 74.
Second semester. Professor Gifford.

Modern Caribbean History. See History 76.
Second semester. Professor Campbell.

Politics in Third World Nations. See Political Science 24.
Second semester. Omitted 1977–78. Professor Hartford.

American Social Structure. See Sociology 12.
Second semester. Professor Birnbaum.

Black Religion from Slavery to the Present. See Religion 37.
First semester. Omitted 1977–78. Professor Wills.

CHEMISTRY

Professors Fink (Chairman), Kropf, and Silver*; Associate Professor Waggoner; Assistant Professors R. Davidson, Hove, Jason, Kushick and Pease*.

*On leave 1977–78.

Major Program. Students considering a major in Chemistry should consult a member of the Department as early as possible, preferably during their Freshman year. This will help students elect a program which best fits their interests and abilities and which makes full use of previous preparation. Programs can be arranged for students considering careers in chemistry, chemical physics, biochemistry, biophysical chemistry, medical research medicine, and secondary school science teaching.

The minimum requirements for a major in Chemistry are Chemistry 11, 12, 21, 23, and three of the following courses: Chemistry 30 (Biochemistry), 32 (Organic Chemistry), 34 (Physical Chemistry), 35 (Inorganic Chemistry). In addition, Mathematics 12 and Physics 13 are required for Physical Chemistry. Students planning a Chemistry major should strive to complete Chemistry 11 and 12 and Mathematics 11, or their equivalents, by the end of Freshman year.

Honors Program. A candidate for the degree with Honors will also elect Chemistry 77 and D78 in the Senior year. It would be helpful in pursuing an Honors program for the student to have completed physical and organic chemistry by the end of the Junior year. However, either of these courses may be taken in the Senior year in an appropriately constructed Honors sequence. Honors programs for exceptional interests, including interdisciplinary study, will be arranged on an individual basis by the departmental advisor.

Honors candidates will attend the Chemistry seminar during their Junior and Senior years, participating in it actively in the Senior year. All Chemistry majors should attend the seminar in their Senior year. At this seminar discussions of topics of current interest will be conducted by staff members, visitors and students.

In the Senior year an individual thesis problem will be selected by the Honors candidate in conference with some member of the Department. Current areas of research in the Department are: theoretical chemistry; chemistry of biological membranes; synthesis and properties of fluorescent dyes which serve as membrane probes; nucleophilicity of carbon-carbon bonding electrons; reactions of aromatic radical anions; synthesis and reactions of polyenes related to Vitamin A; chemistry of the visual process; mechanisms of organic reactions; enzyme catalyzed processes; studies of compounds with unusual magnetic and electrical properties; coordination chemistry and reaction mechanisms in inorganic systems; nuclear chemistry; hot-atom chemistry; photochemistry; and conformational studies of natural and synthetic polypeptides.

Candidates will submit a thesis based upon their research work. Recommendations for the various levels of Honors will be made by the Department on the basis of the thesis work, the comprehensive examination, and course performance.

Chemistry 10f has been designed to introduce non-science students to the concepts of Chemistry with emphasis on methods of discovery and use in our technological society. This course may be elected by any student, but it does not satisfy the major in Chemistry nor is it recommended as a means of satisfying the admission requirements of medical schools.

10f. Chemistry and Technological Society. An introduction to the fundamental principles of chemistry through the consideration of such topics as the production of energy, the pollution of the environment, the synthesis of new materials, the chemistry of life processes, food, and nutrition. These topics will be used to demonstrate the interrelationships between initial discovery, subsequent development, and beneficial or destructive use of technology in our society. This course is designed for non-science students, but it does serve also as an introductory course for those students who are not adequately prepared for Chemistry 11. Three hours of lecture, one hour of discussion and one laboratory period per week.

First semester. Professor Hove.

11. Introductory Chemistry. Beginning with a discussion of the origin and formation of the elements, this course will study the structure of atoms, the formation of molecules, the nature of interatomic and intermolecular forces in solids, liquids and gases, and the chemical basis of biological processes.

Though this course has no prerequisites, students with a limited background in secondary school science should consider registering for Chemistry 10f and are urged to consult with the instructor before registering for Chemistry 11. Four class hours and three hours of laboratory per week.

First semester. Professors Fink, Kushick and Staff.

11s. Introductory Chemistry. Same description as Chemistry 11.

Second semester.

12f. Chemical Principles. An examination of the relationships among structure, stability, and chemical change. Topics such as the use of thermodynamics in determining the position of equilibrium in inorganic, biochemical, and organic reactions, and the use of chemical kinetics in the determination of the rate of attainment of equilibrium will be discussed. Appropriate laboratory work will be performed. Four class hours and three hours of laboratory per week.

Requisite: Chemistry 11 (this requirement may be waived for exceptionally well prepared students; consent of the instructor is required); and Mathematics 11 or its equivalent. First semester. Professor Kropf and Staff.

12. Chemical Principles. Same description as Chemistry 12f.

Second semester.

21. Organic Chemistry. A study of the structure of organic molecules and of the influence of structure upon the chemical and physical properties of

these substances. The following topics are among those discussed in the first semester: hybridization, resonance theory, molecular orbital theory, spectroscopy, stereochemistry, acid-base properties and the carbonium ion theory. Laboratory work introduces the student to simple laboratory techniques, instrumental analysis, kinetic measurements and elementary synthetic methods. Four hours of lecture and discussion and four hours of laboratory per week.

Requisite: Chemistry 12 or equivalent. First semester. Professors R. Davidson, Jason and Staff.

23s. Modern Physical Chemistry. Elementary quantum mechanics and statistical mechanics. Topics include the Schrödinger equation, approximate methods of solution and applications to the structure and properties of atoms and molecules. Equilibrium statistical thermodynamics including Boltzmann and quantum statistics, applications to ideal gases, crystalline solids and black body radiation. Three hours of lecture and two hours of laboratory-lecture section meeting per week.

Requisite: Chemistry 12 or equivalent, Physics 13, Mathematics 12, and Mathematics 21 suggested as further preparation but not required. Second semester.

30. Biochemistry. A study of the structure and function of biologically important molecules and their role(s) in life processes. Four classroom hours and four hours of laboratory work per week. Offered jointly by the Departments of Biology and Chemistry.

Requisite: One semester of organic chemistry and one semester of biology. The biology requirement may be waived for Chemistry majors. Second semester. Professors Waggoner and Williamson.

32. Organic Chemistry. A continuation of Chemistry 21. The second semester of the organic chemistry course usually emphasizes subjects such as the chemistry of the carbonyl group, amino acids and proteins, sugars, acid-base catalysis in both non-enzymatic and enzymatic systems, oxidation-reduction reactions, problems of synthesis and other topics of interest. The laboratory is relatively unstructured and permits the student either to attempt some of a variety of suggested multi-step syntheses or to design and execute a synthesis or other experiment of his or her own design. Four hours of lecture and discussion and four hours of laboratory per week.

Requisite: Chemistry 21 with a grade of C− or better. Second semester. Professor Jason and Staff.

34f. Modern Physical Chemistry. The theories of quantum and statistical mechanics will be applied to chemical systems. Most applications will be in the field of spectroscopy and will include atomic and molecular electronic spectroscopy as well as rotational and vibrational spectroscopy. In addition, NMR, fluorescence and CD spectroscopy will be discussed. Corresponding

laboratory work will be included. Three hours of lecture and four hours of laboratory per week.

Requisite: Chemistry 23 and Physics 14 or consent of the instructor. Chemistry 21 recommended. First semester. Professor Waggoner.

35s. Inorganic Chemistry. Periodicity of both physical and chemical properties of the elements will be examined on the basis of fundamental atomic theory. Group Theory and its applications to chemical problems will be discussed. Structure and bonding in coordination complexes will be examined through the Crystal and Ligand Field Theories. Emphasis will be placed on understanding the magnetic, spectral and thermodynamic properties of coordination complexes. Kinetics and mechanisms of inorganic reactions will also be examined. Three to four hours of lecture and discussion per week.

Requisite: Chemistry 23. Second semester. Professor Hove.

77, D77, 78, D78. Honors Course.

Elective for Senior Honors candidates, and for others with the consent of the Department. First and second semesters. The Department.

97, H97, 98, H98. Special Topics. A full or half course.

First and second semesters. Consent of the Department is required. The Department.

CLASSICS (GREEK AND LATIN)

Professor Marshall; Assistant Professors Garthwaite, Griffiths (Chairman) and Kitzinger*.

Major Program. All courses offered by the Department may be counted toward the major except those numbered 1, 1s, and 3. Latin 15–16 will normally be introductory to higher courses in Latin, and Greek 15–16 will serve the same function in Greek. A major may be entirely in Greek or entirely in Latin and will then consist of eight semester courses, two of which may be in related fields. A major in Classics will consist of eight semester courses in the Classics, which may be divided in any proportion between Greek and Latin, except that no fewer than two may be taken in either language. Every *rite* student majoring in the Classics Department, whether in Classics, Greek, or Latin, will write a comprehensive examination in the spring of the Senior year. This examination will in general resemble the Honors

*On leave 1977–78.

examination described below, except that of course there will be no questions specifically on the candidate's Honors work.

Honors Program. Honors may be awarded to those candidates who major in Greek or in Latin or in Classics and who take eight semester courses in the Department. The program of every Honors candidate must include those courses numbered 41, 42, 77 and 78 in either Greek or Latin. The student must submit a long essay (6,000–7,000 words) on some topic connected with his or her Honors work and approved by the Department. The student must have read extensively in Greek or Latin literature or both. Students must also read independently, i.e., not as a part of the work in a course, approximately 50 pages of some Greek or Latin text selected with the approval of the Department. In the second semester of the Senior year the student will be given a written examination covering: (a) Honors work; (b) reading in the classical literatures. The emphasis in this examination will be on the literary and historical interpretation of major authors; there will be considerable latitude of choice among various optional questions. The award of Honors will be determined by the quality of the candidate's course work, essay, and performance in the general examination.

The Department will cooperate with other departments in giving combined majors with Honors.

The statement of requisites given below is intended only to indicate the degree of preparation necessary for each course, and exceptions will be made in special cases.

For students beginning the study of Greek the following sequences of courses are normal: Either 1, 12, 11, or 1s, 11, 12.

Classics

23. Classical Civilization. Readings in English of Homer, Herodotus, Aeschylus, Sophocles, Euripides, Aristophanes, Thucydides, Plato, and others to trace the emergence of Western culture from the Bronze Age to Alexander. How did the advent of writing transform the oral culture? How did mythological modes of thought develop into science, history, philosophy, drama? What then precipitated the initial rebellion against rationality? Three hours of classroom work per week.

Section 1: Seminar. Students may elect to pursue the same course of readings in a discussion group entirely independent of the lectures. These discussions will be reserved exclusively for students registered in this section, who will normally not attend the lectures. Enrollment limited to fifteen.

First semester. Professor Griffiths.

24. Classical Civilization. A study of Roman civilization from its origins to the Empire. The material will be interpreted in the light of Roman influence upon later Western civilization. The reading will be almost entirely from Latin literature, but no knowledge of the ancient languages is required. Three hours of classroom work per week.

Second semester. Professor Marshall.

32. Problems in Greek Civilization. The course will focus on problems concerning myth and the theater; the origin and development of myth and its treatment in Greek literature, with particular emphasis on the tragedians; the concept of character and character development in Greek tragedy; the production and staging of Greek tragedy and comedy. The particular works studied will, as far as possible, depend upon the needs and interests of the class.

Seminar course, restricted to fifteen students. Second semester. Omitted 1977–78.

77, D78. Senior Honors Course. Classics 78 is a double course.

First and second semesters. Members of the Department.

97, 98. Special Topics.

First and second semesters. Members of the Department.

Greek

1. Introduction to the Greek Language. This course prepares students in one term of four class meetings per week to read Plato and other Greek literary, historical, and philosophical texts in the original and also provides sufficient competence to read New Testament Greek. Students will learn alphabet, pronunciation, grammar, and build vocabulary by reading a series of dialogues of gradually increasing difficulty. Normally followed by Greek 12.

First semester. Professor Marshall.

1s. Introduction to the Greek Language. (Intensive). This course prepares students in one term to read Homer and other Greek literary, historical and philosophical texts in the original and also provides sufficient competence to read New Testament Greek. Three hours per week of general introduction to the language. Students will elect a fourth hour in reading either Homer or the New Testament. This course is normally followed by Greek 11.

Second semester. Professor Griffiths.

11. An Introduction to Homeric Epic. The *Odyssey* will be read with particular attention to the poem's structure and recurrent themes as well as to the society it reflects. The course will explore the symbolic meaning of the Odysseus tales in a broader mythological context and the value of Homer's text as historical evidence for the Bronze and Dark Ages.

Requisite: Greek 1s or 12 or consent of the instructor. First semester. Professor Griffiths.

12. Plato's Apology. An introduction to Greek literature through a close reading of the *Apology* and selected other works of Attic prose of the fifth and fourth centuries B.C. Additional readings in translation. Three one-hour class meetings per week.

Requisite: Greek 1 or 1s or equivalent. Second semester. Professor Griffiths.

15. Greek Tragedy. Two plays will be read with emphasis on poetic diction, dramatic technique, and ritual context. Larger issues will also be raised, such as the nature and meaning of the tragic experience and the characteristics which make Greek tragedy unique as a literary form. Three one-hour class meetings per week.

Requisite: Greek 12 or its equivalent. First semester. Professor Garthwaite.

16. Comedy and Tragedy. At least one comedy and one tragedy will be read with emphasis on poetic diction, dramatic technique, and ritual context. This course will study comedy and tragedy as originally distinct, but complementary literary forms, as well as the reasons for their convergence at the end of the Peloponnesian War. Attention will be paid to the religious significance of Dionysus and to the historical circumstances which these plays reflect.

Requisite: Greek 15 or its equivalent. Second semester. Professor Garthwaite.

41. Advanced Readings in Greek Literature. The authors read in Greek 41 and 42 vary from year to year, but as a general practice are chosen from a list including Homer, choral and lyric poetry, historians, tragedians, and Plato, depending upon the needs of the students. Greek 41 and 42 may be elected any number of times by a student, providing only that the topic is not the same. Greek 41 will focus on Thucydides and fifth century historiography; Greek 42, on lyric poetry, including Archilochus, Sappho, and Pindar.

Requisite: Greek 15 and 16 or consent of the instructor. First semester. Professor Garthwaite.

42. Advanced Readings in Greek Literature. See course description for Greek 41.

Requisite: Greek 15 or 16 or equivalent. Second semester. Professor Griffiths.

77, D78. Senior Honors Course. Greek 78 is a double course.
First and second semesters. Members of the Department.

97, 98. Special Topics. Students interested in prose composition are encouraged to consult with Professor Garthwaite in the spring semester.
First and second semesters. Members of the Department.

Latin

3. An Introduction to the Language and Literature of Ancient Rome. A course designed to increase the student's understanding of his own language and literary tradition. No previous knowledge of the language is required; forms and syntax will be studied with a view to reading several great Roman authors in the original. Four hours of classroom work per week.
First semester. Professor Garthwaite.

15. Catullus and the Lyric Spirit. The course will examine Catullus's poetic technique, as well as his place in the literary history of Rome. Extensive reading of Catullus in Latin, together with other lyric poets of Greece and Rome in English.
First semester. Professor Marshall.

16. Intermediate Latin. This course aims at establishing reading proficiency in Latin. We will read passages illustrative of Roman attitudes to such topics as marriage, death, religion, and politics, selected from Gellius, Pliny, Tacitus, Petronius, and Livy. Readings will vary according to the proficiency and interests of the students. Three one-hour class meetings per week.
Minimum requisite: Latin 3 or completion of a beginning course in Latin. Second semester. Professor Marshall.

41. Advanced Readings in Latin Literature. The authors read in Latin 41 and 42 vary from year to year, the selection being made according to the interests and needs of the students. Both 41 and 42 may be repeated for credit. In Latin 41 Lucretius will be read; in Latin 42, Petronius. Three hours of classroom work per week. Seminar course.
Requisite: Latin 15 or 16 or the consent of the instructor. First semester. Professor Marshall.

42. Advanced Readings in Latin Literature. For the year 1977–78, the reading will be in the Latin elegiac poets. Three hours of classroom work per week. Seminar course.

Requisite: Latin 15 or 16 or the consent of the instructor. Second semester. Professor Garthwaite.

77, D78. Senior Honors Course. Latin 78 is a double course.

First and second semesters. Members of the Department.

97, 98. Special Topics.

First and second semesters. Members of the Department.

COLLOQUIA

13. Light, Color and Vision. An inquiry into the nature of light, its action on the retina, and the events in the nervous system leading to visual sensation. We will begin with an examination of the way in which information is carried from the outside world to the retina of the eye. Topics will include Newton's theory of light and color, the science of color mixing, wave and particle aspects of light, the behavior of lenses, and the principles of holography. We then will explore the sequence of events beginning with absorption of light by the retina and ending with processes occurring in the visual cortex of the brain. Topics will include photon statistics, the chemistry of vision, the neural organization of the retina, signal transmission by nerves, information processing in the retina and central visual pathways, theories of color vision and their basis in anatomy and physiology, and perceptual illusions. The course is designed primarily for students not majoring in the sciences. Our intention is to use the study of light and vision to show how problems are approached in the sciences. Two eighty-minute class meetings per week and occasional use of the laboratory.

First semester. Omitted 1977–78. Professors George and Towne.

14. Intelligent Systems. An investigation of the processes and modes of organization which enable natural and artificial systems to acquire and retain knowledge, so as to respond appropriately to new situations. Ways in which living organisms perceive, recognize and act upon stimuli will be compared with analogous behavior in man-made machines. Memory organs of animals and computers, introspective accounts of thinking and learning in human beings, the formal theory of intelligent machines and computer programs which learn complex tasks will be examined in detail; the aim is, by contrasting the philosophical, mathematical, biological and technological analyses of intelligence, to gain deeper insight into its nature.

Limited to fifteen students. Second semester. Omitted 1977–78. Professors R. Davidson and George.

16. Time and Space: Scientific and Cultural Perspectives. What we believe to be common sense supplies us with ideas of space and time. But the more we think about space and time the more puzzled we become. Time, we say, "passes" quickly or slowly. Our possessions "take up" too much space. But what do we mean by these statements and their like? If time passes, how rapidly: one second per second? Is space a thing? Are space and time the same for all of us? Are our ideas of them innate, or do we learn about them from experience? Is nature our teacher, or does our culture teach us what we think we know about space and time? As we ask these questions our intuitive sense of what the world is like begins to fail us.

When one is confused it is helpful to examine new, different, and possibly clarifying points of view. This colloquium will explore various ideas of space and time. These will include the theories of modern physics, but we will also look at "non-scientific" ideas of space and time as found in our own "common sense," in the "common sense" of other cultures and historical epochs, and in theories that seem to defy common sense altogether. Readings will include the writings of philosophers and modern physicists, science fiction, ethnographic accounts of other cultures, and translations of texts from philosophical traditions other than our own.

Second semester. Professors Babb and Greenstein.

21. Colloquium in the Nature of Deviancy. Designed to illuminate our understanding of particular kinds of alleged deviant behavior, such as: criminality, homosexuality, and insanity in the light of social science theory.

First semester. Omitted 1977–78. Professors Pitkin and Spelman.

22. Colloquium in Animal Behavior. An analysis of vertebrate and invertebrate behavior from evolutionary and physiological perspectives. Topics considered will include the development of behavior, stimulus control of behavior, spontaneity and rhythmicity, species-specific mechanisms of learning, communication and social behavior. One three-hour meeting per week.

Limited to fifteen students. Second semester. Omitted 1977–78. Professors Brower and Sorenson.

23s. Colloquium in Sex and Politics. The impact of sex on power and influence in society. The influence of sex on politics: society's use of sexual categories in the distribution of social and political roles; the translation of sex differences into restrictions on political participation; the effect of those restrictions on the polity's ability to achieve its stated values. One two-hour meeting and one one-hour meeting per week.

Requisite: Introductory level courses in political science and psychology.

Elective for Juniors. Admission by consent of the instructors. Limited enrollment. Second semester. Omitted 1977–78. Professors Olver (Amherst), Grossholtz (Mount Holyoke), and Bourque (Smith).

32. The Gothic Age: The Art and Literature of France During the Middle Ages. A selective examination of French art and literature of the Middle Ages, from the 11th century Romanesque through High Gothic architecture. Special attention will be given to construction and sculptural decoration of the major churches and cathedrals. Corresponding readings and discussion of selected texts from *The Song of Roland* through François Villon. Our study will conclude with the early 16th century, as an epilogue to the Middle Ages proper, with consideration of late Gothic painting (e.g., Hieronymous Bosch and Pieter Brueghel) and contemporary readings (e.g., François Rabelais). Conducted in English with literary texts assigned in English and in French for those with proficiency in the language. Two class meetings a week.

Limited to thirty students. Second semester. Professors Giordanetti and Upton.

36. East and West. An examination of the thesis that the emergence of a world community in the 20th century requires adjustments and accommodations between East and West on such fundamental matters as concepts of the individual, forms of government, the role of law in society, cultural identity and personal values. We will explore the extent and possibility of such adjustments by studying the experiences of individual Asians and Americans who have devoted their lives to achieving greater understanding between East and West in such fields as politics, religion, education, business, art and literature. Do Asians and Americans share any basic purposes and values?

Can we escape our own cultural parochialism without losing our cultural identity? We will explore these and other questions through the lives and work of Sun Yat-sen, Mahatma Gandhi, Matteo Ricci, Daisetsu Suzuki, Kanzo Uchimura, Ernest Fenollosa, Lafcadio Hearn, Douglas MacArthur and others.

Second semester. Professors Moore and Tyler.

38. Problems for Study in The Modern Movement. The course seeks to gain a critical perspective on the phenomenon of "modernism" in the high culture of late nineteenth and early twentieth century Europe. It will focus in particular on the pervasive occurrence of radical change and innovation in the established forms and modes of meaning (musical tonality, novelistic narration, poetic syntax and so on) and the accompanying challenge to familiar ways of thinking about and apprehending an "objective" world. Attention will center on the various arts, but analogous developments in philosophy and in social and scientific thought will be taken into account.

The works of this period are typically difficult, ambitious, extreme; it is a time of strongly idiosyncratic genius, such as Nietzsche, Wagner, Rimbaud, Debussy, Cezanne, Freud, Henry James, Chekhov, Rilke, Picasso, Matisse, Stravinsky, the figures of the Ballet Russe, Mann, Joyce, Proust, Yeats, Eliot, Wittgenstein, Schoenberg, Eisenstein, and Brecht, to name only a few. While of necessity restricting ourselves to discussion of a few specific works and problems we will try to address questions that refer to the full range of creative activity in the period as a whole. What concerns, what sense of historical situation, what responses do these figures have in common? What resources for interpretation and assessment are appropriate and available? Do the major figures of "the modern period" still speak to our own sense of where we are, or has the historical situation now definitively changed?

The course is not intended as an introduction or a survey. Some acquaintance with the period (roughly 1870–1930), some previous study in one or another of the arts and disciplines represented will be taken for granted. Students will be encouraged to explore their own competencies within the context created by the course. Two class meetings per week.

Elective for Juniors (Sophomores with consent of the instructor). Limited to forty students. Second semester. Professors Cameron and Strong.

40f. Music and Poetry. A comparative exploration of music and poetry, intended to discover and extend the limits within which poetry may be viewed as a structure of sounds, and music as an expression of value and meaning. Topics of discussion will include the relationship between inherited and created syntax in musical and poetic language, the influence of speech patterns in musical articulation, the setting of works to music, and the phonological and metrical structure of poetry. The course will survey the critical and theoretical literature which deals with these topics including the writings of Poe, Valéry, Hopkins, Jakobson, Stravinsky, Zuckerkandl, Schenker, and Meyer, and will involve intensive study of poetry and both instrumental and vocal music.

Requisite: ability to read music; a reading knowledge of one foreign language is desirable. First semester. Omitted 1977–78. Professors Maraniss and Spratlan.

DRAMATIC ARTS

Professor Boughton (Chairman, first semester); Assistant Professors Buchman, S. Hunt and Keyssart (Chairman, second semester).

†On leave first semester 1977–78.

Major Program. Rite majors will complete Dramatic Arts 11, 12, 41, three courses in dramatic literature, and two courses in Dramatic Arts other than literature. They will also complete Fine Arts 11 or 11s, and two additional courses in literature; the literature requirement may be fulfilled in any department offering such courses.

Honors Program. Honors candidates will also elect in their Senior year Dramatic Arts 77–78.

Candidates for a degree in Dramatic Arts are required to pass a comprehensive examination during their Senior year. The examination is given near the beginning of the second semester.

11. Introduction to the Theater. An examination of the several kinds of theatrical experience, cinematic as well as live, and how they are brought to fruition in production. The course will focus on criteria for assessing the artistic values and theatrical effectiveness of dramatic pieces both in concept and in performance.

Required for all Dramatic Arts majors. First semester. Professor Boughton.

12. Acting. An introduction to the principles of performance. Formal and improvisational techniques for developing vocal, physical and sensitivity characterization and stage inter-influence. Readings will include Stanislavsky, Craig, Piscator, Brecht, Artaud, Grotowski, Spolin and will be related to workshop sessions.

Required for all Dramatic Arts majors. Two sections. Limited to sixteen students per section. Second semester. Professors S. Hunt and Keyssar.

13. Modern Dance I. A beginning course in the techniques and theories of modern dance. An exploration of the various modes and skills of modern dance—Humphrey, Cunningham, Limon and Graham—will all be developed. Beginning work on alignment, co-ordination problems, phrasing and movement qualities. Four meetings per week, one and one-half hours each.

No audition necessary. Limited to twenty-five students. First semester. Professor S. Hunt.

14. Modern Dance II. An introduction to the basics of modern dance and ballet, followed by a survey of modern dance techniques including Cunningham, Limon, and Graham. The Limon technique will be emphasized through its application to a specific piece of choreography. The course will include four weeks of modern dance basics, three to four weeks of ballet basics, and five to seven weeks of survey of modern dance techniques. During the final eight weeks part of two classes each week will be devoted to repertory. Various members of the company will teach their areas of expertise for periods of approximately one month each. Four meetings per week, one and one-half hours each.

Requisite: Dramatic Arts 13 or equivalent. Second semester. Mr. Lewis and the company.

15. Modern Dance III. An exploration of theory and practice of modern dance at the intermediate level. Eight weeks of intensive training in the Limon technique, stressing the vocabulary and the development of physical skills needed for a complete understanding of this technique, six weeks of general survey of modern dance techniques, including Graham and Cunningham as well as Limon. A specific work from the Limon repertoire will be staged with the class. During the final eight weeks part of two classes each week will be devoted to repertory. At least two members of the company will teach their areas of expertise for periods of approximately one month each. Four meetings per week, one and one-half hours each.

Requisite: Dramatic Arts 14 or equivalent. Second semester. Mr. Lewis and the company.

16. Modern Dance V. Exploration and theory of modern dance at the advanced level. This course will stress intensive instruction in the Limon technique and supportive work in ballet. Beginning early in the course, the class will work with the problems and practice of repertory performance on a professional level. Various members of the company will teach their areas of expertise for periods of approximately one month each. Four meetings per week, one and one-half hours each.

By audition. Second semester. Mr. Lewis and the company.

17. Modern Dance IV. Study of modern dance stressing performance and interpretation. An intensive concentration on the techniques of Cunningham, Limon, Graham and Humphrey will form the basis of this course with additional concentration in ballet technique. Students should have previous training in both ballet and modern fundamentals. Some jazz techniques and styling will be emphasized as they relate to the modern core. Advanced work on alignment, coordination problems, phrasing and movement qualities. Four meetings per week, one and one-half hours each.

By audition only. Limited to twenty students. First semester. Professor S. Hunt.

18. Movement for Actors. A beginning course in all aspects of movement for the stage. The first four weeks will be a concentration on basic locomotor movement including walking, posturing, flexibility, character, falling, body focus, tumbling and stylization. The remainder of the semester will be an introduction to musical comedy styles with beginning elements of tap, jazz, folk, rock and character. No previous training is required. Three to four meetings per week, one hour each.

Limited to twenty students. Second semester. Professor S. Hunt.

21. Classical Drama. An investigation of the classical mode both in the ancient Greek and Roman theaters and in the modern world as well. Emphasis will be placed on Aristotle's *Poetics* and the plays of Aeschylus, Sophocles, and Euripides as the originators of a tragic vision, on the physical nature of the Greek stage, and the performance of Greek drama. Among more modern plays to be read are Racine's *Phaedre*, Anouilh's *Antigone*, and T.S. Eliot's *Murder in the Cathedral*.

First semester. Omitted 1977–78. Professor Keyssar.

23s. Renaissance Drama. This course deals with the two major thrusts of the theater in the period 1450–1650: the Italianate stage of illusion and the presentational stages of England and Spain. Theories and designs by Vitruvius, Serlio, Palladio, and Inigo Jones will be studied as well as plays by Lope de Vega, Calderón, Machiavelli, Marlowe, Shakespeare, Jonson, Dekker, Webster, Tourneur, Beaumont and Fletcher, and Ford.

Second semester. Professor Boughton.

25. The Beginnings of Modern Drama: Büchner to O'Neill. This course will examine both the realistic and non-realistic modes of drama in the 19th and early 20th centuries. Ten to twelve plays will be discussed including works by such playwrights as Büchner, Ibsen, Strindberg, Chekov, Shaw, Jarry, Synge, Gorki and O'Neill. The approach to the plays will stress the dramas as performance, focusing particularly on the relationship of script to audience. Where appropriate, plays will be set in the context of theater centers like the Moscow Art Theater, The Theatre Libre, The Abbey Theater, and the Provincetown Theater.

First semester. Omitted 1977–78. Professor Keyssar.

26. The Modern Theater. An investigation of twentieth century theater with emphasis on symbolism, expressionism, surrealism, and absurdism. Staging theories of Meyerhold, Piscator, Brecht, Artaud and Grotowski will be examined in relation to plays by such authors as Pirandello, Cocteau, Sartre, Giraudoux, Brecht, Beckett, Pinter, O'Neill, Williams, Albee, Baraka and Bullins. Changing relationships of 20th century drama to audiences will be explored through discussion, scene work, and attendance at relevant productions.

Second semester. Omitted 1977–78. Professor Keyssar.

28. American Drama: 1757 to the Present. This course will examine the development of American drama from the 18th century through 1975. Representative works from early American comedy and melodrama, American expressionism, American realism, absurdism, ritual drama, verse drama will be closely examined and discussed. Some emphasis will be placed on a comparison of plays by white American dramatists with those by black American dramatists. Theories of performance will be related to the production and dramaturgy of specific plays. The student will be urged to

imagine and work with American dramas as plays meant for performance. Works to be read include dramas by Tyler, Herne, Moody, O'Neill, Richardson, Hughes, Sherwood, Anderson, Ward, Branch, Williams, Miller, Wilder, Albee, Hansberry, Hellman, Shepard, Baraka, Elder, Bullins and Kennedy.

Second semester. Omitted 1977–78. Professor Keyssar.

31. Women Playwrights of the American Theater. A study of selected plays by representative American women playwrights, from Anna Cora Mowatt to Megan Terry, from Angelina Grimke to Alice Childress—nineteenth and twentieth centuries, black and white. Plays will be analyzed in terms of the playwrights' special concerns and the dramatic strategies used to express them. Possibly two sections. Two meetings per week, one and one-quarter hours each.

First semester. Professor Abramson (University of Massachusetts).

32. From Text to Performance. Focusing closely on certain plays by one or two playwrights, the course will be concerned with the relationship between literary criticism, dramatic theory, and the roles of the actor and director within the theater. Selection of plays to be studied each year will be made from the works of major playwrights such as Chekhov and Shakespeare.

Requisite: Dramatic Arts 12 or equivalent. Second semester. Professor Boughton.

37. The Art of the Film. This course will attempt to explore film as a distinctive art form, stressing the rhetorical devices particular to film and examining the relationship of film to audience. We will view the works of distinctive directors such as Griffiths, Chaplin, Hitchcock, Bresson, Bergman, Kubrick, Altman, Rosselini, etc., and examine "classics" or potential classics in film seeking both the range of possibility in film and the evolution of structural and thematic patterns. Readings will focus on major film theories including those of Arnheim, Eisenstein, Balasz, Bazin, Metz and Wollens. Five hours weekly; two hours of film viewing, one hour of lecture and two hours of discussion. One three-hour, one two-hour meeting per week; two sections for discussion.

Limited to twenty students per section. First semester. Omitted 1977–78. Professor Keyssar.

38. Problems in Film Criticism. Topic for 1978: Auteurs and Auteur Theory. This course will explore the usefulness and validity of auteur theory, one of the central modes of film criticism. The films of four American directors—Chaplin, Capra, Altman and Kubrick—will be viewed and discussed in terms of specificity of style, evolution of form, thematics and coherence of images of our American landscape. Readings in Bazin, Sarris, Metz, Robin Wood, Kael, Tyler, Kerr, Agee, Cavell, Truffaut will demonstrate

both the historical development of auteur theory and its applications. One three-hour and one two-hour meeting weekly.

Requisite: Dramatic Arts 37, previous work in film criticism or permission of the instructor required. Limited to twenty-five students. Second semester. Professor Keyssar.

41. Dramatic Structure and Theory. A detailed examination of the playwright's craft. Critical analyses of such dramatic structural factors as motivational units, sub-plots, suspense, crises, conflicts, turning points, climaxes, and how a dramatist or director can use them effectively in the theater. Also an examination of the distinctive features of the several types and modes of drama. Required for all Dramatic Arts majors.

First semester. Omitted 1977–78. Professor Boughton.

45. Technical Production Seminar. A study of traditional and modern stage production techniques. Emphasis is placed on the development of problem solving ability and inventiveness in the context of a play's technical requirements. Attention is given to a variety of construction methods, materials, rigging practices, scheduling, and scenographic techniques. Three classroom hours and three laboratory hours per week.

Requisite: Dramatic Arts 11 or equivalent, or consent of the instructor. First semester. Professor Buchman.

46. Seminar in Stage Lighting. A study of the principles and tools of the stage lighting designer. Special emphasis is placed on the students' grasp of the practicalities within the field as well as development of the ability to translate their ideas to the physical stage. Attendance at several major Five College productions will be required. Three hours of classroom work per week plus laboratory.

Requisite: Dramatic Arts 11 or equivalent. Second semester. Professor Buchman.

47. Scene Design. A studio course in the solution of artistic and technical design problems. Emphasis is on the interrelationship of the dramatic action, the design, and the audience. Projects involve research, script analysis, drafing, rendering, and model building. Previous studio art experience is not assumed.

Requisite: Dramatic Arts 11 or equivalent, or consent of the instructor. First semester. Omitted 1977–78. Professor Buchman.

48f. Directing. Theories and techniques for mounting productions. Scenes from various types and modes of drama will be directed by members of the class and the course will culminate in the direction by each student of a play for public presentation.

Requisite: Dramatic Arts 41 or consent of the instructor. Limited enrollment. First semester. Professor Boughton.

49. Playwrighting. A workshop in writing for the theater. The emphasis during class hours will be on highly structured, developmental exercises and criticisms of these exercises. The course will explore the rules of structure that apply to different forms of plays and will aim at discarding unnecessary preconceptions. Outside writing will extend work done in class; in addition the instructor will encourage criticisms of any outside writing students wish to submit. Three class hours per week.

Requisite: Dramatic Arts 41 or consent of the instructor. Limited to twelve students. First semester. Omitted 1977–78.

51. Dance Composition I. Study of the principles and elements of choreography. Guided practice in the construction of movement phrases, followed by longer solo and small group studies. Exploration of basic skills for choreography. Studies assigned in the use of: time, space, energy, motion, character development, rhythm, costumes and props, comedy, space-in-the-building (environment), music. Final creative project and performance attendance required. Readings: Ben Shahn, *The Shape of Content*, Doris Humphrey, *The Art of Making Dancers*, Louis Horst, *Pre-Classic Dance Forms, Modern Forms*, Marjorie Turner, *New Dance: Approaches to Non-Literal Choreography*. Three meetings per week. (Same course as Dance 101f. Mount Holyoke.)

First semester. The Staff.

52. Music for Dance. Survey of music repertory and exploration of music resources for dance. Musical notation of dance rhythm: learning how to follow a ballet or modern dance score; relationships of musical and dance forms. Readings from: Donald J. Grout, *History of Western Music*, Robert Starer, *Rhythmic Training*, Paul Henry Lang, *Music in Western Civilization*, Grosvenor Cooper and Leonard R. Mayer, *Rhythmic Structure of Music*. Three meetings per week. Offered in alternate years. (Same course as Dance 205f. Mount Holyoke.)

Requisite: Music D101 or D103, Per 1. Second semester. Mrs. Robin. (Mount Holyoke).

53. History of Dance. This course defines the concepts: primitive, archaic, classic; it traces the role of the creation myth and symbol making in several different cultures, and it focuses more specifically on the development of European dance forms through the Middle Ages. Class work consists of lectures and readings; one long paper, a mid-term exam, and a final exam. Readings include: Curt Sachs, *World History of the Dance*, Lincoln Kirsten, *Dance, A Short History*, Agnes de Mille, *History of Dance*. (Same course as Theater 222a. Smith.) To be given at the University of Massachusetts.

First semester. Professor DeMille (Smith College).

54. Dance in the Twentieth Century. This course begins by making connections between the nineteenth century dance (ballet) and modern dance through Daighilev's work. Attention is then focused on the great American

dance pioneers: Isadora, Denis-Shawn, Graham, Humphrey. The course briefly treats many Europeans who contributed to dance, but considers particular major personalities, designers, choreographers, musicians, and performers. Emphasis is on relationships of personality, style and philosophy to technical and social developments. Class work consists of lectures, films, readings, a long paper, a mid-term and final exam. Readings include: Richard Buckle, *Nijinsky*, John Martin, *Introduction to Dance*, Lynne Emery, *Black Dance*, Walter Terry, *Dance in America*, Nadel, *The Dance Experience*, Don MacDonagh, *The Rise and Fall and Rise of Modern Dance*, Selma Jean Cohen, *Seven Statements of Belief*. (Same course as Theater 224a/b. Smith.)

Second semester. Professor Olsen (Mount Holyoke).

55. Improvisational Dance. Designed to introduce the student to techniques of movement exploration and the importance of movement as a basic form of communication. The student will discover his or her own movement choices as well as being given problems to explore alternative potentialities. Class work consists of in-class exercises, critical papers reviewing dance performances, a journal recording class and personal discovery, and a project stimulated by each student's particular interest designed for the entire class. Readings include: Viola Spolin, *Improvisation for the Theater*, Michael Kirby, *The Art of Time*. (Same course as Theater 122a/b. Smith.)

First and second semesters. Professor Peterson (University of Massachusetts).

57. Effort/Shape: Language of Movement and Observation. This course will allow students to begin to work with Effort/Shape analysis as a technique for describing, measuring and classifying human movement. We will examine how Effort/Shape analysis describes patterns of movement which are constant for an individual and which distinguish him from others, and we will explore how such analysis delineates a behavioral dimension related to neurophysiological and psychological processes. In addition to becoming familiar with basic Effort/Shape parameters of movement, efforts and effort states, students will be able to discover and examine their personal movement preferences with the potential for expanding their own repertoire and understanding how their movement serves them. The course will attempt to bring together students from different disciplines. We will combine theoretical research and experiential work with the application of this knowledge in an area of relevance to the students participating. Examples of such areas are movement in education, non-verbal communication and movement therapy. Throughout the term, readings and observation projects will be assigned. Two two-hour meetings per week.

Limited to 15 students. Discussion with the instructor is suggested. (Same course as HA 213. Hampshire.) First semester. Professor McClellan (Hampshire College).

77. Conference Course. Conference course for Honors candidates in Dramatic Arts.

Elective for Seniors. First semester. The Department.

78. Conference Course. Continuation of Dramatic Arts 77 for Honors candidates in Dramatic Arts.

Second semester. The Department.

97, H97. Special Topics. Independent Reading Course. Full or half course.

Admission with the consent of the instructor. First semester. The Department.

98, H98. Special Topics. Independent Reading Course. Full or half course.

Admission with the consent of the instructor. Second semester. The Department.

ECONOMICS

Professors Aitken, Beals‡, Collery‡, Kohler (Chairman) and Nelson; Visiting Professor Sowell; Associate Professor Nicholson; Assistant Professors Kaufman, Staelin and Westhoff.

Major Program. All students majoring in Economics must take eight courses for grades in the Department. These courses must include Economics 11, 13, 14, 15, and 77. Mathematics 11 or equivalent is also required in addition to the eight-course minimum. The Department *may* waive the specific requirement of Economics 15 when other preparation in statistics is presented. Such waiver does not reduce the eight-course requirement. Each candidate for a degree in Economics is required to pass a written comprehensive examination given early in the Senior year. Students who are candidates for Honors must take Economics D78.

Students intending to pursue graduate study in Economics are strongly advised to take additional courses in mathematics beyond Mathematics 11.

Economics 11 (or 11s) is a requisite for all other courses in Economics. Students may be excused from this requirement if they demonstrate an adequate understanding of basic economic principles. A competency examination is given annually early in the first semester.

Unless otherwise specified, all courses are open to Freshmen.

Note on Pass/Fail Courses. Economics 11 may be taken on a Pass/Fail basis only with the consent of the course chairman. It is strongly recommended that those planning to major in Economics should not request this option.

‡On leave second semester 1977–78.

Other courses required for a major in the Department may not be taken on a Pass/Fail basis except in unusual circumstances (e.g., Seniors not majoring in Economics who wish to broaden their knowledge of economics). Courses not required for the major may be offered on a Pass/Fail basis at the discretion of the instructor.

11. An Introduction to Economics. A study of the central functions and problems of an economic system, of the principles and practices of our economy, and of alternative forms of economic organization and control. One lecture and three hours of discussion per week.

Requisite for all other courses in economics. First semester. Professors Beals (Course Chairman), Kaufman, Kohler, Nelson, Nicholson, Staelin and Westhoff.

11s. An Introduction to Economics. Same course description as Economics 11.

Second semester. Professors Kaufman, Kohler (Course Chairman), Nelson, Staelin and Westhoff.

13. Money, Banking, and National Income. A study of money and finance and their relation to the functioning of an economic system. An introduction to the theory of income determination with an indication of the role that money and finance play in the determination of employment, production, and prices. Two hour-and-twenty-minute lectures and one hour of discussion per week.

Requisites: Economics 11 and Mathematics 11 or equivalent. First semester. Professor Beals.

14. Microeconomics. An introduction to the theory of utility and demand; the nature of cost and production function; diminishing returns and short-run cost curves; returns to scale and long-run cost curves; competitive pricing; the pricing of productive services; the theory of monopoly; the theory of oligopoly; property rights and the distribution of income; general equilibrium. Three class hours per week.

Requisites: Economics 11 and Mathematics 11 or equivalent. Second semester. Professor Nicholson.

15. Economic Statistics. A study of the analysis of quantitative data, with special emphasis on the application of statistical methods of economic problems. Three class hours per week.

Requisites: Economics 11 and Mathematics 11 or equivalent. First semester. Professor Nicholson.

17. Radical Perspectives on Capitalism. A study and analysis of the works of major critics who predict, and frequently advocate, the demise of the capitalist economic system and some of whom present a vision of what they call a more perfect noncapitalist society. Includes a program of reading

and discussing the works of Karl Marx, of his followers (in the Old Left as well as in the New Left), and of non-Marxists of similar persuasion. Includes also a look at experiments, outside the Soviet and Chinese orbits, with alternatives to capitalism, on the national level, as in Sweden, or on a smaller scale, as in communes throughout the U.S. Three class hours per week.

Requisite: Economics 11. First semester. Professor Kohler.

20. Economics and Property Rights. An introduction to the ways in which the various definitions of property rights interact with the nature of economic activity and economic systems. Both aspects of this interaction will be considered: the way in which the legal definitions of property rights have influenced economic relations, and the manner in which economic forces have influenced the legal institutions of property. Topics to be considered include: the microeconomic principles governing the use of owned and common resources, the anthropological and historical development of varying ideas of property rights under different economic systems, the importance of property rights in such areas as environmental protection, the Law of the Sea, and domestic welfare policy, and the implications of the distribution of property for the efficient and equitable distribution of income, both within and among nations. Other topics will be raised as time and the interests of the class permit.

Requisite: Economics 11. Second semester. Professor Staelin.

21s. Human Resources. A study of manpower economics and welfare policy in the context of the United States economy with particular attention to the effects of investment in human capital, discrimination, and other economic and political factors on the distribution of income. Three class hours per week.

Requisite: Economics 11. Second semester. Professor Kaufman.

24. The American Economy. An examination of the structure and operation of the economic system of the United States, with particular emphasis upon the different types of markets and industrial structures, the role and behavior of the price mechanism, the evolution of public policies, and selected current economic issues. Two lectures per week.

Requisite: Economics 11. Second semester. Professor Nelson.

25. The Regulated American Economy: Public Policy, Pricing, and Corporate Finance. An analysis of the characteristics of the public utilities and transportation enterprises which are subject to special government regulation, directed particularly toward public policy with respect to limitation of profits and control of price discrimination. Consideration is also given to regulation as a substitute for competition. One two-hour seminar per week.

Requisite: Economics 14 or 24. First semester. Professor Nelson.

27. European Economic History. An examination of the economic development of Europe from feudal times to the present with emphasis on the evolution of industrialism. One two-hour seminar per week.

Requisite: Economics 11. First semester. Professor Aitken.

28. American Economic History. A study of the economic development of the United States from colonial times to the present. Three class hours per week.

Requisite: Economics 11. Second semester. Professor Aitken.

29. The History of Economic Ideas. An inquiry into the development of economic theory, covering both representatives of the orthodox classical tradition and selected economic "heretics" and innovators. Two hours of class work per week.

Requisites: Economics 11. Enrollment may be limited. First semester. Professor Sowell.

30. Advanced Economic Theory. An examination of several topics in economic theory which build upon the concepts developed in Economics 13 and 14. In addition, several quantitative techniques will be introduced which are widely used to analyze economic problems. Topics to be covered include linear programming, the simplex method, the duality theorem, nonlinear programming, game theory, general equilibrium theory, and growth theory. Three class hours per week.

Requisites: Economics 13 and 14 (may be taken concurrently). Second semester. Professor Westhoff.

31. Public Finance. An introduction to the economic analysis of the revenue and expenditure activities of governments. Emphasis is placed on the effects of government policies on the allocation of resources and the distribution of income. Three class hours per week.

Requisite: Economics 11. First semester. Professor Westhoff.

32. Problems in Economic History. An advanced seminar in economic history intended primarily to provide further training in analysis, bibliography, and interpretation. One two-hour seminar per week.

Requisites: Consent of the instructor and either Economics 27 or 28. Limited to fifteen students. Second semester. Omitted 1977–78. Professor Aitken.

35. The World Economy. An examination of economic relationships among countries with an emphasis on balance-of-payments and exchange-rate problems, the political and economic implications of restrictions on trade, international cooperation, and multinational firms. Three class hours per week.

Requisite: Economics 11. First semester. Professor Staelin.

36. Economic Development. An examination of the economic problems of less developed countries, with particular reference to the interaction of economic and noneconomic factors. Topics to be covered include agricultural and industrial development, labor and capital requirements, market development, foreign investment, foreign aid, imperialism and the role of government in the development process. Issues of overall development strategy will figure prominently in the discussion and will be approached through case studies of successful and unsuccessful development programs. Three class hours per week.

Requisite: Economics 11. Second semester. Omitted 1977–78. Professor Staelin.

38. Socialist Economic Systems. A study of blueprints of the centrally-planned as well as the market-directed socialist economy and of the character and evolution of the economic institutions of actual socialist nations. Includes a program of discussing the economic systems of the Soviet Union and other countries in Eastern Europe, and of Yugoslavia, China, and Cuba. Three class hours per week.

Requisites: Economics 11. Second semester. Professor Kohler.

46. Empirical Economics. A continuation of Economics 15 (Statistics). Stress is placed on the importance of both econometric techniques and economic theory for the study of real-world economic relationships. Several different subjects which illustrate empirical economic research are examined. These include both microeconomic and macroeconomic topics and are chosen to demonstrate the range of techniques which economists use. Although particular issues examined will vary from year to year, these will usually include examples drawn from: labor market economics, technical progress and production, consumer economics, supply and demand for particular goods or services, the evaluation of social programs, and macroeconomic stabilization policy.

Requisites: Economics 15 (or equivalent) and some knowledge of economic theory. Second semester, Professor Nicholson.

77. Senior Seminar. Required of and restricted to Senior majors in Economics. (For 1977–78 Seniors may substitute Economics 29.)

First semester. Professors Nicholson and Sowell.

D78. Senior Honors Seminar. Preparation of a thesis on a topic approved by the Department. A double course. Required of Seniors majoring in Economics who are candidates for Honors.

97, H97. Special Topics. Independent Reading Course. A full course or a half course.

First semester.

98, H98. Special Topics. Independent Reading Course. A full course or a half course.

Second semester.

EDUCATION

Professors Hawkins and Olver; Associate Professor Grose.

The following courses offered by the several departments are listed for the convenience of students who are interested in education and teaching. Students seeking to be certified for public school teaching positions should consult the separate materials in the Career Counseling and Registrar's Offices concerning courses available at the Five Colleges and state certification requirements.

Developmental Psychology. See Psychology 27.

Requisite: Psychology 11. First semester. Professor Olver.

Educational Psychology. See Psychology 34.

Requisite: Psychology 11. Elective for Sophomores. Seminar course limited to fifteen students with consent of the instructor. Second semester. Professor Grose.

Seminar in American Educational History. See History 66.

Second semester. Omitted 1977–78. Pofessor Hawkins.

ENGLISH

Professors Cameron, Chickering, Cody, Craig, DeMott, Guttmann*, Heath, Pritchard*, Sofield and Townsend (Chairman); Associate Professor Peterson; Visiting Writer Stone; Assistant Professors Bruss, Dassin, O'Connell, Rushing, Waller and Wexler.

Major Program. The English Department acknowledges that a diversity of interests and motives leads students to declare a major in English. Rather than require a particular sequence of courses for all students, the Department prefers to see its responsibility as a contract with the student to provide guidance, criticism and support as the student undertakes responsibility for planning his or her own course of literary study. Such subjects as

*On leave 1977–78.

literary history, English literature seen in the context of other literatures, literary criticism and theory, literature in various interdisciplinary contexts, linguistics, the teaching of literature, writing and the creative arts, suggest ways of concentrating the study of literature in the Department. Students majoring in English should plan their programs with a view toward realizing a coherent relation between their own interests and the general field of literary studies, drawing upon courses offered by the Department or approved by their advisors. Their programs must consist of English 11, English 76 (Junior Seminar), and at least six other such courses. Completion of English 76 will satisfy the Comprehensive requirement.

Senior Tutorial. Students who wish to propose an independent project—usually a written essay or gathering of essays on a literary subject, but other kinds of projects may be approved—may ask for admission to English 77 and 78, the Senior Tutorial. After discussing their plans with their advisor and any other teacher from whom they wish help, students should submit before the end of their Junior year a proposal to the Department for approval and for assignment to a tutor for supervision. At the end of the first semester, the tutor will recommend to the student and the Department whether or not the student should continue with the project for a second semester. Students intending to do a project in verse, fiction, play-writing, or autobiography, must submit a substantial example of their work in this mode at the time they apply for admission to the Senior Tutorial.

Honors Program. Students who wish to be considered for Honors at graduation must elect English 77 and 78. Their work in this course will be read and evaluated by a departmental committee and discussed with the student in an interview. The Department will recommend for Honors students whose work in the Department shows evidence of distinction; recommendations will take account of independent work in the Senior Tutorial, work in departmental exercises, and work in the courses comprising the student's major program.

Graduate Study. The English Department does not view its educational mission as primarily the preparation of students for graduate work in English. Students who are interested in graduate work can, however, prepare themselves for such study through sensible planning. They should discuss their interest in graduate work with their advisor so that information about particular graduate programs, deadlines and requirements for admission, the Graduate Record Examinations, the availability of fellowships, and prospects for a professional career can be sought out. Students should note that most graduate programs in English or Comparative Literature require reading competence in two, and in many cases three, foreign languages. Intensive language study programs are available on many campuses during the summer for students who are deficient. To some extent graduate schools

permit students to satisfy the requirement concurrently with graduate work.

N.B. The English Department does not grant advanced placement on the basis of College Entrance Examination Board scores.

11. Introduction to English: Reading. Centering on familiar modes of literature but including as well other kinds of writing and expression, the course aims to exercise the student's imagination as a reader and to consider what we learn from what we read. This course is conceived as of interest to students at any level of preparation, including those with a background of advanced literary study in secondary school. It is taught in separate sections which follow a common syllabus; writing assignments are frequent. Three hours of classroom work per week.

First semester. Professors Bruss, Cameron, Chickering, Cody, Craig, Dassin, DeMott, Heath, Rushing, Sofield, Townsend, Waller, and Wexler.

Introduction to European Civilization: The Mode of Romance. See European Studies 11.

First semester. Professor Waller.

14. Reading Fiction. Practice in reading and talking about stories, novels, plays—writing in which there are characters, events, situations, narration, enactment, and so on. Frequent short papers to develop and encourage poise, imaginativeness, clear sense in writing about these matters. Three meetings per week.

Requisite: English 11 or consent of the instructor. Second semester. The Department.

15s. Reading Poetry. Practice in reading and talking about various kinds of poems: ancient and modern, narrative, dramatic, and lyric. Comparison analysis, evaluation through frequent papers. Three class hours per week.

Requisite: English 11 or consent of the instructor. Second semester. Professor Chickering.

19s. Film and Writing. A varied selection of films for study, with related works in literature and the other arts, introducing some important makers, writers, and critics. Frequent papers on questions aimed at clarifying our responses to film and the other arts. How can we write about film as film? Seminar form. Two two-hour meetings per week.

Limited to twenty students per section. Second semester. Professor Dassin.

21. Advanced Composition. A course in disciplined writing. (Students interested should submit a sample of their work to the English Department secretary before the end of the spring semester. A fuller mimeographed

prospectus of the course and some information about the Visiting Writer will be available in the English office.)

Elective for Sophomores with consent of the instructor. Limited to fifteen students. First semester. Visiting Writer Stone.

22. Advanced Composition. A continuation of English 21.

Elective for Sophomores with consent of the instructor. Limited to fifteen students. Second semester. Visiting Writer Stone.

23s. Composition. Organizing and expressing one's intellectual and social experience. The purpose of this course is to prepare students in their Junior or Senior year to write an autobiographical essay assessing their own intellectual and social experiences. This essay, which is the final work of the course, begins from the consideration of a 20th century work of autobiography selected in conference with the instructor. For each class meeting the student writes a sketch or short essay of self-definition in relation to other people, using language in a particular way—for example, as the spectator of some situation, or as a participant in it. Two meetings per week.

Elective for Juniors. Sections limited to fifteen students. Second semester. Professors Cody and Craig.

24. Men and Women in Literature. How does literature help us to imagine, define, and explore sexual identity? What are the changing shapes of femininity and masculinity, the attributes of character and fate, the promises, delusions, and dilemmas of relationships between men and women (love and hate, parenthood and childhood, subservience and dominance)? Comparing male and female authors, the course will also raise questions about the role of gender in shaping literary imagination itself. Do women authors have a different vision than their male counterparts, different concerns or sympathies, different powers or voices?

Elective for Sophomores (and Freshmen with the consent of the instructors). Second semester. Professors Bruss and Townsend.

25. American Men's Lives. A study of what it is and what it has been to be a man in America. Questions about growing up male, about friendship, homosexuality and marriage, and about work will be raised and discussed in terms of works that are, for the most part, literary. They will be chosen from the writings of Anderson, Baldwin, Faulkner, Franklin, Howells, Mailer, Miller, Percy, Updike, Whitman, and Wright.

Elective for Sophomores (and Freshmen with consent of the instructor). First semester. Professor Townsend.

26. The Literature of Madness. A specialized study of a peculiar kind of literary experiment—the attempt to create, in verse or prose, the sustained illusion of insane utterance. Readings will include Shakespearian soliloquies and "mad monologues" from the eighteenth century to the present,

drawing from short stories and novels by Diderot, Gogol, Poe, Dostoevsky, Beckett, Lessing, and others. We shall seek to understand the various motivations and explicit effects which might justify an author's adoption of such an "abnormal" narrative voice. The class will also consult non-fictional literature on historical shifts in the social perception of insanity's causes and cures. One meeting of three class hours per week.

Elective for Sophomores. Limited to fifteen Amherst students. Second semester. Omitted 1977–78. Professor Peterson.

Seminar on One Russian Writer: Vladimir Nabokov. See Russian 25s.

Elective for Sophomores (or Freshmen with consent of the instructor). Second semester. Omitted 1977–78. Professor Peterson.

29. Arthurian Literature in the Middle Ages. Selected major works of the Arthurian tradition will be read as imaginative literature: Geoffrey of Monmouth, Chretien de Troyes, the stanzaic *Morte Arthure*, *Sir Gawain and the Green Knight*, and Sir Thomas Malory. No prior knowledge of Middle English is expected; the French and Latin texts will be read in translation. Three class hours per week.

Elective for Sophomores (and Freshmen with the consent of the instructor). First semester. Professor Chickering.

30. Chaucer and His Age. A reading of *The Canterbury Tales* in its literary and historical contexts. We will also read selections from Langland's *Piers Plowman*, Boccaccio's *Decameron*, and other contemporaries of Chaucer. Emphasis will be placed on the special features of "Gothic" style in fourteenth century English poetry. Attention will also be given to the visual arts and to medieval aesthetic theory. No prior knowledge of Middle English is expected. Three class hours per week.

Second semester. Professor Chickering.

31. Shakespeare. A lecture course. Emphasis on Shakespeare's growth as a dramatist. Three meetings per week.

Elective for Sophomores. Limited to twenty-five students. First semester. Professor DeMott.

32. Dante. *The Divine Comedy* considered as a hybrid of literary forms, an autobiographical epic, which contains and exploits antithetical narrative designs present individually in earlier ancient and medieval works. The course focuses on how Dante achieves this dialectical synthesis of epic and confession, while also combining the pagan and Christian traditions of Western thought. Background readings include selected portions of Virgil's *Aeneid*, St. Augustine's *Confessions*, and, time permitting, more recent examples of the literature of the self (Wordsworth, Dostoevsky, Doris Lessing). All readings are in English translation, but students who read in Latin or Italian are particularly welcome. Three hours of classroom work per week.

Elective for Sophomores (and Freshmen who have had English 11). Second semester. Omitted 1977–78. Professor Waller.

33s. Sixteenth Century Literature. Principal texts and contexts of the European Renaissance and their English literary counterparts, especially in poetry and drama. Topics such as love psychology, Platonic humor and idealism, mythology, court society, Machiavellian politics, scepticism and tragedy, studied in their relation to the works of the major English writers from Wyatt to Shakespeare, including Spenser and Marlowe. Several works of Continental humanism read in translation, including Erasmus (*Praise of Folly*), More (*Utopia*), Castiglione, Machiavelli, Montaigne. Three hours of classroom work per week.

Elective for Sophomores (and Freshmen with consent of the instructor). Second semester. Omitted 1977–78. Professor Cody.

34f. Seventeenth Century Literature. A critical and historical study of the major poets and playwrights: the poems of Donne, Jonson, Herbert, Marvell, and Milton (*Lycidas, Paradise Lost*), the plays of Shakespeare (*Much Ado About Nothing, King Lear, The Tempest*) and Jonson (*The Alchemist*). Three hours of classroom work per week.

Elective for Sophomores (and Freshmen with consent of the instructor). First semester. Omitted 1977–78. Professor Sofield.

36. Shakespeare. A selection of the plays from the different genres in which Shakespeare wrote and from the different periods of his career: comedy, history, tragedy, romance. The sonnets: each work selected will be studied in depth, with particular attention to its poetic language, the history of its staging and adaptation to the screen, and the course of its interpretation by scholars and critics down to the present. The works read in this seminar will usually not be those read in English 31 (see above), and a student may take either English 31 or English 36 or both in either order.

Elective for Sophomores (and Freshmen with consent of the instructor). Second semester. Professor Cody.

41s. Visionary Writing in England, 1660–1900. A study of selected works of fiction, verse and autobiography by writers who have seen their art as a means of reaching, expressing or creating an alternative reality. Writers to be read in 1977–78 may include Bunyan, Collins and his contemporaries, Blake, Wordsworth and Coleridge, Percy and Mary Shelley, DeQuincey, Byron, Keats, Emily Brontë, Swinburne and the Pre-Raphaelite poets, and Hopkins. Some consideration will be given to earlier writers, and students will be encouraged to write one independent paper on a twentieth century visionary. Three hours of classroom work per week.

Second semester. Professor Heath.

44. Readings in Romantic Poetry. A study of the writings of Wordsworth, Coleridge, Keats, and Byron. In order to place these writers in literary and social perspective, we will begin with Dr. Johnson and end with Matthew Arnold.

Elective for Sophomores (and Freshmen with consent of the instructor). Second semester. Professor Townsend.

45. Byron and Shelley. A study of the works and careers of both writers as romantic poets, as satirists, as playwrights, and as writers of prose: letters, journals and essays. Some collateral reading of their contemporaries. Two meetings per week.

First semester. Omitted 1977–78. Professor Heath.

47. The English Novel. A course of readings in representative English novels, mainly but not entirely of the nineteenth century. The books read vary from year to year from among such writers as the following: Defoe, Fielding, Jane Austen, the Brontës, Thackeray, Dickens, George Eliot, Hardy, James, Bennett and Lawrence.

First semester. Professor Heath.

50. Modern Fiction. A lecture course. Novels to be read include *The Scarlet and the Black, The Brothers Karamazov, Anna Karenina, Swann's Way, Ulysses, The Magic Mountain, The Trial,* and *The Sound and the Fury.* Two class meetings per week.

Elective for Sophomores. Limited to twenty-five students. Second semester. Professor DeMott.

52. Modern and Contemporary Poetry. In 1977–78 the course will consider British and American poetry from 1910 to the present. The principal poets to be read are Eliot, Frost, Auden, Bishop, Larkin, and Merrill. Two meetings per week.

Elective for Sophomores (and Freshmen who have had English 11). Second semester. Professor Sofield.

53. Modern Poetry. The course will begin with a reading of the two major Victorian poets, Tennyson and Browning, and will then consider the poetry and relevant prose writings of Yeats, Hardy and Pound, concluding with Eliot's *The Waste Land.* Three hours of classroom work per week.

Elective for Sophomores. First semester. Omitted 1977–78. Professor Pritchard.

54. Readings in Modern British Fiction. A study of some novels written in the twentieth century and a consideration of the novelist's position in modern society. Thomas Hardy, Joseph Conrad, D.H. Lawrence, and James Joyce are the central figures. Three hours of classroom work per week.

Elective for Sophomores. Second semester. Professor Craig.

56f. Literary History of the Great War 1914–1918. The war considered as a subject of memoir, history, fiction, and poetry. The approach taken is biographical, studying the lives, war experience, and writings of selected English and American men: Charles Carrington, Robert Graves, Ernest Hemingway, Frederic Manning, Wilfred Owen, Edward Thomas, and others. The work of some historians who were not participants in the war will be read: A.J.P. Taylor, A. Clark. Some reference to important contemporary writers in the modern movement: Pound, Eliot, D.H. Lawrence. Some reference to the way other wars have been written about both from eyewitness and from the historical and literary critical point of view: Orwell (Spanish Civil War), E. Wilson (American Civil War), E. Fussell (Second World War).

First semester. Professor Cody.

58. Modes of English Fiction. A reading of a few key texts: Chaucer's *Troilus and Criseyde*, Shakespeare's *King Lear*, Milton's *Paradise Lost*, Dickens' *Great Expectations*, Beckett's *Molloy/Malone Dies/The Unnameable*. Each can be seen as signifying a situation in the literary culture of its time and each is evidence of an extreme or extraordinary response in the writer. Discussion will raise questions of literary history, literary form, and the relation of language, myth, and the individual imagination. Some reading in literary criticism and theory.

Requisite: a prior course in which one of the major texts has been discussed, or permission of the instructor. Elective for Juniors. Second semester. Professor Cameron.

59. Readings in English Literature. The topic for 1977–78 will be Utopias and Anti-Utopias: a study of some literary expressions of the distinction between fantasy and society, ranging from More's *Utopia* and Swift's *Gulliver's Travels* to various twentieth-century examples, and concluding with a brief examination of some features of Joyce's *Finnegans Wake*.

Elective for Juniors. Limited to twenty-five students. First semester. Professor Craig.

60. Modern Satire and Fiction. Is all modern fiction necessarily satire? Does satire see the world worse than or just as it really is? Is its task to bring human life into contempt? Questions like these will be tested through readings from English and American fictionists such as the following: Ford, Lewis, Huxley, Waugh, Amis, Powell, Burgess, West, O'Connor, Mailer, Updike, Connell, Pynchon, Barth, Southern. Three meetings per week.

Elective for Sophomores. Second semester. Omitted 1977–78. Professor Pritchard.

66. Jewish Writers in America. An examination of Jewish writers within the context of American literature and of American society, with special attention to the process of assimilation and the resultant crisis of identity.

Among writers discussed are Abraham Cahan, Henry Roth, Saul Bellow, Norman Mailer, Bernard Malamud, and Philip Roth. One two-hour meeting per week.

Elective for Sophomores. Second semester. Omitted 1977–78. Professor Guttmann.

67. The Emergence of an American Literature. A survey course which investigates the gradual development of a self-conscious and "original" American literature. Particular emphasis will be placed on the stylistic innovations and special cultural concerns which distinguish American writing from the Puritan experiment to the revolutionary national consciousness of Whitman and Melville. Critical pressure will be applied to the assumptions implicit in the conduct of a survey course. Thoughtful comparisons of "major" and "marginal" writers will be encouraged.

Elective for Sophomores. First semester. Professor Peterson.

68. Modern American Literature. A continuation of English 67. The writers and topics covered in this course will change from year to year. For 1977–78 the course will examine the emergence of literary realism in America and the literary renaissance of the early twentieth century. Readings in the work of (among others) Howells, Twain, Henry and William James, Dreiser, Adams, Anderson, Pound, Eliot, William Carlos Williams, and Hemingway.

Enrollment may be limited. First priority given to students who completed English 67, then Seniors, Juniors, and so on. Second semester. Professor O'Connell.

69. American Culture in Depression and War. A study of literary and artistic responses to the Great Depression and World War II in the novel, the documentary, film, and photography. The primary focus of the course will be on literature but with considerable attention to film and photography. Writings by Dos Passos, Edmund Wilson, Henry Roth, Agee, Bellow, and Mailer. Films of Preston Sturges, Frank Capra, and others; and the photographic work of Evans, Strand, Lange, Bourke-White, and others. Two class meetings a week and a required "laboratory" session at the movies.

Elective for Sophomores. First semester. Omitted 1977–78. Professor O'Connell.

70. Readings in American Literature. Modes of Transcendence in Modern American Writing. A study of the literary and cultural legacy bequeathed by Emerson and Whitman to twentieth century experiments in the literature of "consciousness-raising." The struggle to liberate the self from social, cultural, and environmental conditioning will be examined and evaluated through close reading of influential "testimony" by solitary visionaries and cultural revolutionaries. Readings from Stevens, Henry Miller, e.e. cummings, Jean Toomer, Kerouac, Ginsburg, Mailer, Roethke, Plath, and

other figures in the modern revival of "Transcendentalist" expression.

Requisite: English 67. Elective for Juniors. Enrollment by consent of the instructor. Second semester. Omitted 1977–78. Professor Peterson.

74. Photography and Literature. A study of vision in nineteenth century America. Among writers discussed are Bradford, Higginson, Edwards, Hawthorne, Emerson, Whitman and Thoreau. Photographers include Southworth and Hawes, Brady, O'Sullivan, Jackson and Stieglitz. The course attempts to provide a broad understanding of the history of American photography as well as insight into the promise it held for writers concerned with ideas of nature, perception and American self-consciousness.

Elective for Sophomores with consent of the instructor. Limited to fifteen students. Second semester. Professor Wexler.

76. Junior Seminar. What is literary study, and what are some of the questions and alternatives the student of literature is confronted with? This course is required for all Junior majors in English. Second semester. The Department.

77. Senior Tutorial. Independent work under the guidance of a tutor assigned by the Department. Open to Senior English majors with the consent of the Department. Students intending to take this course and its continuation, English 78, should submit their proposal to the Department secretary before the end of the preceding spring semester. *Students intending to do a project in verse, play-writing, or autobiography, must submit a substantial example of their work in this mode at that time.* First semester.

D77. Senior Tutorial. This form of the regular course in independent work for Seniors will be approved only in exceptional cases. First semester.

78. Senior Tutorial. A continuation of English 77. Second semester.

D78. Senior Tutorial. This form of the regular course in independent work for Seniors will be approved only in exceptional cases. Second semester.

80. Contemporary Cultural Studies. A seminar course. The focus is The Sixties as a consequential moment in American history. Attention will be paid to episodes in the development and disintegration of interracial solidarity; to contemporary versions of the "counter culture"; to relations between the period's musical culture and political developments; to parallels with earlier periods; and to such literary topics as Gothicism and fantasy, the "non-fiction novel," the anti-novel, and confessional poetry. One class meeting per week.

Elective for Sophomores. Second semester. Professor DeMott

Introduction to African Poetry. See Black Studies 33.

First semester. Professor Rushing.

Introduction to Afro-American Poetry. See Black Studies 34.
Second semester. Professor Rushing.

83s. Images of Latin America. The course will contrast European and North American fictional accounts of Latin America with indigenous perceptions. What kinds of stereotypes structure outsiders' recreations of life "below the border," and, conversely, how do Latins portray both their own reality and the role of foreigners within it? Is there any common ground between the two groups, either thematically or stylistically? How are the stereotypes related to political events and influences? How do race, ethnicity, and the concept of social class operate as structural elements in both outside and local works? Writers to be read include D.H. Lawrence, Graham Greene, Malcolm Lowry, García Márquez, Vargas Llosa, Cortázar, Carlos Fuentes, João Guimaraes Rosa and others. A reading knowledge of Spanish and/or Portuguese would be helpful but is not required. Two class meetings per week.

Elective for Juniors (and others with consent of the instructor). Second semester. Professor Dassin.

84f. Literature in Society: The Case of Modern Brazil. An interdisciplinary exploration of contemporary Brazilian culture. Emphasis on recent poetry, drama and fiction, supplemented by presentation of popular music and *New Cinema* films. Particular attention to the relation between censorship and the arts, literature and other modes of expression. Historical backgrounds; related readings in anthropology, sociology and economics. The course is designed both as an introduction to Brazil and to more general problems of cultural history and criticism: the role of the foreign critic, aesthetics and politics in Latin America, the artist and underdevelopment. In English; knowledge of Portuguese helpful but not required. Three hours of class work per week.

Elective for Juniors (and others with consent of the instructor). First semester. Professor Dassin.

86. Literature and Politics in Twentieth-Century Italy. Novels by Verga, Svevo, Moravia, Pavese, Vittorini, Lampedusa, and Calvino. Poetry by Montale, Ungaretti, Quasimodo, and others. Background reading in modern Italian history and political thought, with special emphasis on the writings of Antonio Gramsci. Students will also have the opportunity to see at Smith College Italian neo-realist films of the postwar period. Although the particular situation of one country will provide the object of study, a further purpose of this course will be to discover ways of reading that might serve more generally in taking account of the involvement of works of art in the significant movements of their time and place. In English; knowledge of Italian helpful but not required.

Elective for Sophomores (and Freshmen with consent of the instructor). Second semester. Professor Waller.

88f. Topics in the Novel. The topic in 1977–78 will be Henry James and Fiction in the Nineteenth Century. Novels and stories by such writers as Balzac, Hawthorne, Dickens, Dostoevsky, Flaubert, George Eliot, Turgenev, Tolstoy, Zola, Maupassant, and Henry James. James's capacious sensibility as a reader and writer will provide a critical reference point for discussion throughout the course of the variety of nineteenth century fiction in Russia, France, England, and America.

Requisite: a prior course in fiction. Elective for Juniors (and Sophomores with consent of the instructor). First semester. Professor Cameron.

89. Studies in Poetry. In 1977–78 the subject will be the poetry of Alexander Pope. The course will be conducted as a seminar. Three class hours a week.

Elective for Sophomores. Limited to fifteen students. First semester. Professor Sofield.

91. Writers and Revolutions. The course offers a comparative view of the relation between literature and politics in 20th century Europe and the Americas. Diverse historical examples will be examined with respect to issues such as *engagement*, the writer and his national situation, accessibility of form and the development of a reading public, the connection between elite and popular culture and the interaction between censorship and creativity. A continuity of themes will focus the inquiry: how does each writer understand the conflict between the individual and the State, personal liberty and collective responsibility, the right to artistic expression and pressures for political conformity? The analysis of primary literary works—primarily fiction and drama—will be supplemented by historical readings, and where appropriate, examples from the other arts. Countries and cases to be examined include: Nazi Germany, Fascist Italy, the Soviet Union, the U.S. in the 1930s, and post-Revolutionary Mexico, Cuba and Brazil. Readings will be in English and/or in the original languages where proficiency permits. Two class meetings per week.

Elective for Juniors (and others with consent of the instructor). First semester. Omitted 1977–78. Professor Dassin.

94. Literary Theory. This course will treat some of the issues comprising a theory of literature, issues such as: representation, figuration, interpretation, the ideology of criticism and creation, the phenomenology of texts, etc. Appealing to both contemporary and traditional theoretical works, we will attempt to define enduring problems and preoccupations associated with the activity of criticism. Selections will range from Plato and Aristotle through Medieval and Renaissance thinkers to exponents of "structural-

ism," "close reading," Marxism, Freudianism, et al. Two class meetings per week.

Elective for Juniors (and others with consent of the instructor). Second semester. Omitted 1977–78. Professors Bruss and Waller.

96. Linguistics: An Introduction for Students of Literature. An introduction to the study of language as a system of signs—its sounds, forms, syntactic structures, modes of meaning and function. The contributions of various schools will be considered, British and American, transformational and structural linguistics, along with a glance at "outmoded" theories and present controversies which may lead to new methods and new conceptions of language. Linguistic analysis will be applied to particular literary texts, to see how it can illuminate notions such as "style," narrative structure, "rhythm," and so forth. Three class meetings per week.

Second semester. Professor Bruss.

97, 98. Special Topics. Independent Reading Courses.

First and second semesters.

EUROPEAN STUDIES

Advisory Committee: Professors Birnbaum, Carre, Cheyette*, Chickering (Chairman), Giordanetti, Halsted, Kennick†, Marshall, Pemberton‡ and White; Associate Professors Scher‡ and Sofield; Assistant Professors Ansbacher, Griffiths, Kaplan, Kirwin, Rabinowitz*, Tiersky, Upton and Waller.

European Studies is a major program which provides opportunity for interdisciplinary study of European culture. Through integrated work in the humanities and social sciences, the major examines a significant portion of the European experience and seeks to define those elements that have given European culture its unity and distinctiveness.

Major Program. The core of the major consists of six courses that will examine a significant portion of European civilization through a variety of disciplines. The student will select these courses in consultation with an appropriate subcommittee of the Program. Of these six courses, two will be independent research and writing during the Senior year, leading to the presentation of a thesis in the final semester. In one of the final two semesters the major may designate the research and writing course as a double

*On leave 1977–78.
†On Leave first semester 1977–78.
‡On leave second semester 1977–78.

course (European Studies D77 or D78), in which case the total number of courses required to complete the major becomes seven.

In addition a major will take European Studies 21 and 22 during the Sophomore year or as soon as he or she elects a European Studies major. Save in exceptional circumstances a major will spend at least one semester of the Junior year pursuing an approved course of study in Europe. Upon return, the student will ordinarily elect, in consultation with the advisory subcommittee, at least one course that helps integrate the European experience into the European Studies major. During the second semester of the Senior year he or she will give an oral presentation to faculty and students in the Program of his or or her independent research and writing in progress.

A major is expected to be able to read creative and scholarly literature in at least one foreign language appropriate to his or her program.

When designing their course schedules, majors should give careful study to the offerings of humanities and social science departments at Amherst and the other Valley colleges. To aid in choosing courses, the chairman of the European Studies Program can provide majors with mimeographed lists of pertinent courses given among the Five Colleges.

11. Introduction to European Civilization: The Mode of Romance. An examination of major European texts constituting the mode or genre of "Romance." The course will raise questions about literary history, narrative structure, and textual strategies including claims to historicity and truthfulness. Readings will include *The Romance of the Rose, Orlando Furioso, Winter's Tale* and *As You Like It, La Princesse de Cleves, The Charterhouse of Parma, Aurelia, Henry Esmond, Jane Eyre, The Betrothed, Le Grand Meaulnes, The Four-Gated City.* If possible, relevant films will be considered. All texts will be read in translation, but a reading knowledge of French or Italian would be helpful. Three class hours per week. Non-European Studies majors are welcome.

First semester. Professor Waller.

21. Readings in the European Tradition. Reading and discussion of a selected number of important works in the European tradition. The works read will be from Antiquity, the Middle Ages, and the Renaissance. Two class meetings per week.

Elective for Sophomores with consent of the instructor. Required for European Studies majors. First semester. Professor White.

22. Readings in the European Tradition. A continuation of European Studies 21. In 1977–78 the reading will be as follows: France in the later seventeenth century—Pascal, La Rochefoucauld, Moliere; England in the eighteenth century—Pope, Johnson, Gibbon; international Romanticism—Rousseau, Goethe, Stendahl; and then Chekhov, Proust, Cavafy, Mann, and Montale. Two class meetings per week.

Elective for Sophomores. Limited to twenty students. Required for European Studies majors. Second semester. Professor Sofield.

28. European Modernism and its Background. The French philosopher Michel Foucault has characterized the twentieth century as the age in which the very concept of humanity, after the death of God, will dissolve. His archeology of Western culture and post-structuralist critique of the human sciences, *The Order of Things* [*Les Mots et les choses*], theoretically examines this contemporary world vision from the Renaissance on. We will examine problems of historical causality, the representative function of language, the sacred, and the disappearance of the human subject in light of several authors to test Foucault's view that writers construct reality through literature. We will define different critical approaches to literature and other vehicles of human meaning. Perhaps a new interpretation of humanity will develop. Readings will include Rabelais, the Marquis de Sade, Baudelaire, Nietzsche, Freud, Kafka and Foucault.

Elective for Sophomores. Second semester. Professor Kaplan.

43. Modern European Culture, Politics and Society. A survey of recent developments in modern Europe, with particular attention to the interrelation of large social changes, political movements and new ideas and sensibilities in culture. Among the particular themes to be considered are: the class structure of the neo-capitalist societies, new left and new right in Europe, Christian and Marxist thought, technocratic ideology, aesthetic and philosophical controversy. Western Europe will be emphasized, but parallel events in Eastern Europe and the United States will be considered. Two meetings weekly. Elective for Sophomores (and Freshmen with consent of the instructor.) First semester. Omitted 1977–78. Professor Birnbaum.

77, D77. Independent Research and Writing.

Required of all majors in their Senior year. First semester. Members of the Advisory Committee.

78, D78. Independent Research and Writing.

Required of all majors in their Senior year. Second semester. Members of the Advisory Committee.

97. Special Topics. Independent Reading Course.

First semester. Members of the Advisory Committee.

98. Special Topics. Independent Reading Course.

Second semester. Members of the Advisory Committee.

FINE ARTS

Professors Schmalz and Trapp (Chairman); Assistant Professors Kirwin, Sweeney and Upton; Visiting Artist Kowal; Visiting Assistant Professor Farb; Visiting Lecturer Craighill.

Major Program. The Fine Arts major offers the broadest possible means for developing and integrating a student's historical understanding, practical skills, and critical faculties with regard to the visual arts and their values in society. This objective may be accomplished either with emphasis upon work in art history and criticism or upon studio experience. The major program is designed to identify and serve each student's personal interests and capacities through a balanced engagement in the Fine Arts. The work of each major will be served by an advisory committee.

Course Requirements. A major consists of a minimum of eight courses in Fine Arts of which at least two will be taken in the history of art and one in studio. While all students are urged to take Fine Arts 11 or 11s, and 13 or 13s, these introductory courses are not necessarily required. Unless otherwise stated, all Fine Arts courses are open to Freshmen.

Majors may, with departmental permission, elect a Fine Arts 77–78 program of individual work as Seniors. Likewise, they may include a limited number of courses in other departments of Amherst College or neighboring institutions as partial fulfillment of the major program.

Honors Program. In addition to the above requirements, candidates for Honors will, with departmental permission, take Fine Arts 77–78 during their Senior year and present a defense of their completed Honors project during the comprehensive examination.

Note: Those interested in architecture or urban planning as an academic emphasis may wish to consider participating in the program of the Institute for Architecture and Urban Studies in New York City for the Junior year. Exchange credit will be granted for those who successfully complete this program. Those interested may obtain details upon inquiry.

11. Introduction to the History of Art. A chronologically presented survey of the major Western arts from earliest times to the present. Emphasis is placed upon the changing nature of style and content within sequential cultural contexts, and exercises are designed to introduce the student to basic critical and art-historical methods. Three hours per week.

First semester. Professor Schmalz.

11s. Introduction to the History of Art. The development of major arts in the Western tradition, with emphasis on the formal and material character

of the several visual arts and their interrelationships within the cultures in which they evolved. Three hours per week.

Second semester. Professor Trapp.

13. Introductory Studio. An introduction to the basic principles of art through the study of the visual vocabulary. Studio experiments with a variety of art media. Projects in two and three dimensions. Two three-hour class periods per week. No prior studio experience is required nor special talent expected.

Limited to twenty students. First semester. Professor Farb.

13s. Introductory Studio. Same course description as Fine Arts 13.

Limited to twenty students. Second semester. Professor Farb.

14f. Introductory Sculpture. A studio course designed to explore the basic principles of sculpture. Life and portrait modeling preparatory to individual creation. Aesthetic analysis of works of sculpture. Two three-hour class meetings per week.

Limited to twenty students. First semester. Visiting Artist Kowal.

16f. Watercolor Painting. An introduction to basic watercolor techniques. The course aims to develop ability to handle the medium confidently and to encourage exploration of its potential for personal expression. Two two-hour studio sessions per week and six additional hours of painting time.

Requisite: Fine Arts 13, 13s, or a comparable course. Limited to twenty-five students. First semester. Professor Schmalz.

17. Basic Drawing. A series of exercises to introduce fundamental representational problems in drawing, especially of the human figure, and to develop the student's knowledge and skill in the techniques and uses of drawing. Two three-hour meetings per week.

Limited to twenty students. First semester. Professor Farb.

17s. Basic Drawing. Same course decription as Fine Arts 17.

Second semester. Omitted 1977–78.

19. Basic Oil Painting. A set of studio projects to explore fundamental techniques in oil painting, with emphasis on figurative composition. Two three-hour meetings per week.

Limited to twenty students. First semester. Professor Sweeney.

19s. Basic Oil Painting. Same course description as Fine Arts 19. Two three-hour meetings per week.

Limited to twenty students. Second semester. Professor Sweeney.

20f. Intermediate Drawing. A course appropriate for students with prior experience in basic principles of visual organization, who wish to investigate further aspects of pictorial construction using the figure as a primary

measure for class work. The course will specifically involve an anatomical approach to the drawing of the human figure, involving slides, some reading, and out-of-class drawing assignments.

Limited to twenty students, with consent of the instructor. First semester. Omitted 1977–78.

20. Intermediate Drawing. Same description as Fine Arts 20f. Six hours in class per week.

Limited to twenty students, with consent of the instructor. Second semester. Professor Sweeney.

21. Three-Dimensional Design. Examination of three-dimensional and structural concepts. Organization of space developed through constructions in a variety of materials. Two three-hour class periods per week.

Limited to twenty students. First semester. Omitted 1977–78.

21s. Three-Dimensional Design. Same course description as Fine Arts 21. Two three-hour class periods per week.

Limited to twenty students. Second semester. Visiting Artist Kowal.

24. Intermediate Sculpture. A continuation of Fine Arts 14f with the addition of lost-wax casting. Two three-hour class periods per week.

Requisite: Fine Arts 21s or 14f, or consent of the instructor. Limited to twenty students. Second semester. Visiting Artist Kowal.

26f. Intermediate Painting. This course offers students knowledgeable in the basic principles and skills of painting and drawing an opportunity to investigate personal directions in painting. Assignments will be collectively as well as individually directed. Discussions of the course work will assume the form of group as well as individual critiques. Six hours in class per week.

Limited to twenty students, with consent of the instructor. First semester. Professor Sweeney.

26. Intermediate Painting. Same course description as Fine Arts 26f. Six hours in class per week.

Limited to twenty students, with consent of the instructor. Second semester. Professor Farb.

28. Introductory Serigraphy. A series of problems designed to provide students with practice in the several basic techniques of silk-screen printing, and to acquaint them with its varied possibilities for original creative expression. Contemporary idioms will be emphasized. Two two-hour studio periods per week, plus additional studio time.

Requisite: Fine Arts 13, 13s, 21s, or consent of the instructor. Limited to twenty students. Second semester. Professor Schmalz.

29s. Color Theory and Design. An examination of color in art. Emphasis will be placed on theoretical understanding of color relationships, acquaintance with common historical usages, and practice of color design in ornament and painting. (Fine Arts 29s will alternate with Fine Arts 40, History of Techniques.)

No requisites, but previous studio experience desirable. Limited to twenty-five students. Second semester. Professor Schmalz.

30. Antiquities in Art: Art and Politics. The course will focus on the ways man defines his political role in society through the use of classical forms in his buildings and decoration. An analysis of the components constituting the classic norm found in the visual arts of late sixth to fourth century B.C. Greece will serve as the point of departure for the investigation of the reappearance of these forms in later cultures with specific political implications. Emphasis will be placed on Pericles and 5th century B.C. Athens, Augustus and Imperial Rome, 15th century Florence, 16th century Rome, and 17th century Versailles.

Second semester. Professor Kirwin.

31. Themes in Early Medieval Art. A discussion of Christian visual expression from the fourth to the ninth century, from Constantine to Charlemagne, emphasizing the origins and development of Christian themes in painting, sculpture, and mosaic. Three meetings per week.

First semester. Professor Upton.

The Gothic Age: The Art and Literature of France During the Middle Ages. See Colloquium 32.

Limited to thirty students. Second semester. Professors Giordanetti and Upton.

33. Italian Renaissance Art. An examination of life and artistic expression in Tuscany, Rome, and Venice from 1300 to 1550. Particular attention will be paid to the principal architects, painters, and sculptors from Giotto to Michelangelo. Three hours of classroom work per week.

First semester. Professor Kirwin.

34. Baroque Art. A study of the major figures and movements in 17th century Italy, Spain, and the Netherlands. Focus will be on the work of Annibale, Carracci, Caravaggio, Bernini, Velasquez, Rubens, and Rembrandt.

Second semester. Professor Kirwin.

35s. Dutch and Flemish Painting. Realism in painting in the Lowlands from the 15th to 17th centuries, with emphasis on the works of Jan Van Eyck, Roger van der Weyden, Hugo van der Goes, Bosch, Bruegel, Vermeer, and Rembrandt. Two meetings per week.

Second semester. Professor Upton.

36f. The Origins of the Modern Movement. A selective examination of developments in European painting from Neo-Classicism to Impressionism, with emphasis on problems in criticism. One seminar meeting per week. Outside reading and written assignments.

Requisite: Fine Arts 11 or 11s, or consent of the instructor. First semester. Omitted 1977–78. Professor Trapp.

37. Modern Art: The Pioneer Years. A selective examination of major figures in the development of avant-garde movements from post-Impressionism to World War II. Two meetings per week.

Requisite: Fine Arts 11 or 11s, or consent of the instructor. First semester. Professor Trapp.

38. Modern Art: The Avant-Garde Ethos and Their Adversaries. A selective examination of major figures of the socially oriented movements of the 1920s and 1930s and the diverse responses to earlier twentieth-century innovations in the years following World War II to the present. Two meetings per week.

Requisite: Fine Arts 11 or 11s, or consent of the instructor. Second semester. Omitted 1977–78. Professor Trapp.

40. History of Techniques. A survey of the traditional techniques of Western art, emphasizing the relationships between techniques and styles. Native ability is not expected since the object of the course is to achieve understanding of artistic problems rather than to produce works of art. Two two-hour studio periods per week.

Requisite: Fine Arts 11, 11s, or equivalent, or consent of the instructor. Elective for Sophomores. Limited to ten students. First semester. Omitted 1977–78. Professor Schmalz.

44. Introduction to the Arts of East Asia. A selective survey of forms and styles that have characterized the visual arts of China and Japan, with considerable attention paid to the relationship between cultural attitudes and artistic expression. Among the topics to be examined will be Buddhist sculpture, Chinese landscape painting, and the Zen-related arts of Japan.

Second semester. Professor Craighill.

45. Topics in Art History. A critical examination of a variety of historical literature dealing with painting, sculpture, and architecture. The chief aim of the course is to provide a deeper understanding of the methods, purpose and meaning of art history. Topic for 1977–78: Jan van Eyck and the Origins of Flemish Realism.

Requisite: Fine Arts 11, or 11s, plus one other course in art history, or consent of the instructor. Limited to fifteen students. First semester. Professor Upton.

46f. Museum Seminar: American Art. Using the Amherst College Collection as a major source of material, the seminar will investigate developments in 19th and early 20th century American art. Particular emphasis will be placed on landscape, genre, and still-life painting. One seminar meeting per week.

Requisite: Fine Arts 11, or 11s, or consent of the instructor. Limited to twelve students. First semester. Omitted 1977–78.

47. Problems in Criticism and Connoisseurship. A study of art criticism within historical contexts intended to sharpen visual perception and to establish critical standards. Topic for this year: Film—Aesthetics and Criticism. An inquiry into the form and content of a number of western European and American films from the early 1920s to today. Emphasis will be placed on the technical structure and the historical development of the medium; on the relation of film to other visual arts; and on criticism dealing with film as a means of visual expression. Two-hour viewing session; two-hour discussion. Interested students may make an 8mm. film as the final project.

Requisite: Fine Arts 11 or 11s. Limited to thirty students. First semester. Professor Kirwin.

77, D77, 78, D78. Conference Course. Preparation of a thesis or completion of a studio project which may be submitted to the Department for consideration for Honors.

The student shall with the consent of the Department elect to carry one semester of the conference course as a double course weighted in accordance with the demands of his or her particular project. Elective for Seniors with the consent of the Department.

First and second semesters. The Department.

97, H97, 98, H98. Special Studies for Students Majoring in Fine Arts. Full or half course.

First and second semesters. The Department.

GEOLOGY

Professors Brophy (Chairman) and Foose; Associate Professor Belt; Assistant Professor Cheney; Dr. Coombs.

Major Program. Course requirements for majoring in Geology generally include Geology 11, 21, 32, 34, 41, and 42. (Students with adequate background may be excused from Geology 11.) In addition, each major is encouraged to engage in at least one semester of independent study and

research and write a Senior thesis. Majors should plan a program to include courses in mathematics, chemistry, physics and/or biology, depending upon their specific interests, preparation and abilities within the field of Geology and related sciences.

Students contemplating a major in Geology, or whose interests are directed towards geochemistry, geophysics or oceanography, should discuss their interests with the staff as early as possible, in order to elect a proper program of study.

Early in the second semester of the Senior year, each major shall take a comprehensive examination, both written and oral. Part I will encompass those subjects considered to form the basic body of knowledge in the science. Part II will include questions that synthesize geologic knowledge or deal specifically with the major interest of the student. Part III will be an oral examination by the staff.

Students proceeding to graduate school should take the Graduate Record Examination early in their Senior year and should be aware that some graduate schools require reading proficiency in two languages (usually French, German, or Russian), and attendance at an accredited summer field camp in geology.

Honors Program. For a degree with Honors, a student must have demonstrated ability to pursue independent work fruitfully and exhibit a strong motivation to engage in research. A thesis subject should be chosen in the Junior year and must be chosen within the first two weeks of the Senior year. Geology 77, 78 involves independent research in the field or the laboratory that must be reported in a dissertation of high quality, due in April of the Senior year.

Unless otherwise specified, all courses are open to any student having requisite experience.

11. Principles of Geology. Study of the earth and its inhabitants throughout time from the record preserved in the rocks. Review of the processes that denude the earth's land surface (destructional) and those that enlarge the earth's land surfaces (constructional); the origin and distribution of landforms of North America; origin, distribution, and use of natural resources; geologic principles applied to law, engineering, architecture, urban development and industrialization. One all-day field trip. Four hours class and two hours laboratory each week.

First semester. Professor Foose and Staff.

11s. Principles of Geology. Same course description as Geology 11.

Second semester. Professors Brophy and Cheney.

21. Mineralogy. The crystallography and crystal chemistry of naturally occurring inorganic compounds (minerals). The identification, origin, distribution and use of minerals. Laboratory work includes mineral synthesis,

X-ray diffraction, emission spectroscopy, differential thermal analysis. Three hours lecture, one hour directed laboratory.

Requisite: Geology 11, Chemistry 11, or consent of the instructor. First semester. Professor Brophy.

22. Geology of the Ocean Basins. Origins of the ocean basins, their depth, shape and configuration; hypotheses of sea-floor spreading and plate tectonics; environments of deposition on the shelf, slope, rise, and abyssal plain; beach and nearshore processes; tides, waves, and currents; dynamics of physical, chemical, and organic changes in the oceans. Three hours class and three hours laboratory, field or seminar each week.

Requisite: Geology 11 or consent of the instructor. Second semester. Professor Foose.

23. Geomorphology and Environmental Geology. The application of geologic principles to environmental problems of water resources, flood control, beach erosion, disposal of solid and liquid pollutants, earthquake prediction, and landslide hazards. Emphasis is on man's influence on natural systems such as surface and ground water, estuaries, and nearshore littoral environments. Term project on local environmental problem. Three hours class and three hours laboratory (or project work) each week.

Requisite: Geology 11 or consent of the instructor. First semester. Professor Belt.

H25. Optical Mineralogy. The optical properties of isotropic, uniaxial and biaxial minerals in polarized light. Diagnostic optical properties and recognition of the common rock-forming minerals in thin section. Three hours combined laboratory-lecture per week. A half course.

Requisite. Geology 11, or concurrent with Geology 21. First semester. Professor Cheney.

32. Igneous and Metamorphic Petrology. A study of igneous and metamorphic processes and environments. Application of chemical principles and experimental data to igneous and metamorphic rocks is stressed. Identification, analysis, and mapping of rocks in laboratory and field. Three hours class and four hours laboratory per week.

Requisite: Geology 21 and Geology H25. Second semester. Professor Cheney.

34. Sedimentology. A study of modern sediments and sedimentary environments as used for interpreting depositional environments of sedimentary rocks. Emphasis is placed on basic research reports on transportation and dispersal, deposition and primary structures, post-depositional processes and diagenesis. Tectonic framework of sedimentary basins and sedimentary models. Laboratory concentrates on thin sections of sedimentary

rocks and field application of principles. Three hours class and three hours laboratory each week.

Requisite: Geology 11. Second semester. Professor Belt.

41. Structural Geology. A descriptive and analytical study of sedimentary, metamorphic, and igneous rock structures, and of the causes of deformation within the context of regional tectonic frameworks. Geologic structures will be studied and mapped in the field in areas of sedimentary, metamorphic, and igneous rocks during the laboratory. Three hours class and four hours laboratory each week.

Requisite: Geology 32 or consent of the instructor. First semester. Professor Foose.

42. Paleontology. An introduction to invertebrate fossil organisms, their evolution and paleoecologic significance. After a brief study of basic morphology, the student reads key research reports on ontogenetic variation, taxonomic categories, population dynamics, phyletic trends, and paleoecology. Three hours class and three hours laboratory each week. Field trips.

Requisite: Geology 11 or Biology 13. Second semester. Professor Belt.

43. Geochemistry. The application of chemical principles to geologic processes and equilibria. Emphasis is placed on the application of thermodynamics to geologic problems. This includes consideration of phase and reaction equilibria with regard to the genesis of igneous and metamorphic rocks and hydrothermal ore deposits. In addition, isotope and trace element geochemistry are discussed in the context of applications to geologic problems, which include geochronology and geothermometry. Four hours of class each week.

Requisites: Geology 21 or consent of the instructor. Chemistry 12 recommended. First semester. Professor Cheney.

45s. Vertebrate Paleontology. The evolution of vertebrates as shown by study of fossils and the relationship of environment to evolution. Lectures and projects utilize vertebrate fossils in the Pratt Museum. Three hours class and one discussion/laboratory session per week. Offered in alternate years.

Requisite: One course in biology or geology or consent of the instructor. Second semester. Dr. Coombs.

46. Economic Geology. Origin, occurrence, distribution uses, and production of fossil fuels, metallic and non-metallic ore deposits. Laboratory devoted to studies of important mining districts, examination of raw materials and their geologic relations, and to a solution of geologic problems related to their occurrence. Three hours class and four hours laboratory each week.

Requisite: Geology 32 and 41. Second semester. Professors Brophy and Foose.

77, 78. Geology Honors. Independent research on a geologic problem within any area of staff competence. A dissertation of high quality will be required.

Elective for Seniors who meet the requirements of the Honors program. First and second semesters. The Staff.

97, H97, 98, H98. Special Topics. Independent reading or research. A written report will be required. Full or half courses.

Approval of the Department chairman is required. First and second semesters. The Staff.

GERMAN

Professor White (Chairman); Associate Professor Scher‡; Mrs. Davidson; Visiting Assistant Professor Seelig.

Major Program. Course requirements for majoring in German consist of German 10 and 11 (or their equivalent), plus six further German courses above the level of German 2.

A major in German will take a written or oral comprehensive examination during the second semester of the Senior year. This examination is designed to test the student's knowledge and interpretive skills in German language, literature, and general culture. A departmental reading list will be provided to aid in preparing for this examination.

Honors Program. In addition to the courses required for a *rite* major, candidates for Honors must complete German 77 and 78, and must present a thesis. They are urged to study an ancient or one other modern foreign language.

The aim of Honors work in German is to offer the candidate the opportunity (a) to explore a chosen field or fields through a more extensive program of readings than is possible in course work; (b) to organize material for the student along historical or analytical lines, usually in the form of a thesis or essay; (c) to acquire a general view of the history and development of German literature or language.

Each candidate will present a thesis or essay on an approved topic. The quality of the thesis, together with the result of the comprehensive examination, will determine the level of Honors for which the Department will recommend the candidate.

‡On leave second semester 1977–78.

1. Elementary German, Part I. A structural approach to the study of German, with emphasis on syntax as the key to a thorough mastery of the language, and with attention to the skills of listening, speaking, reading, and writing. Four class meetings per week, with individual work in the language laboratory.

First semester. Mrs. Davidson.

2. Elementary German, Part II. A continuation of German 1, with increased emphasis on reading of selected texts. Four class meetings per week, with individual work in the language laboratory.

Requisite: German 1 or equivalent. Second semester. Mrs. Davidson.

5. Intermediate German. Systematic review of grammar, and reading and analysis of selected texts. Three hours per week for demonstration and explanation, two hours per week in small sections for oral practice and discussion. Stress will be placed on acquisition and polishing of verbal and reading skills in the language. Conducted in German.

Requisite: Prior study of elementary German. First semester. Mrs. Davidson.

10. Advanced Composition and Conversation. Practice in free composition in German. Exercises in pronunciation and idiomatic conversation, with supplementary practice in the language laboratory. Oral reports on selected topics. Conducted in German. Three hours per week in class, plus two hours in the language laboratory.

Requisite: German 5 or equivalent. Second semester. Professor White.

11. Introduction to German Literature. A course designed to develop ease and rapidity in reading German. Reading and class discussion of texts chosen from several different eras of German literature. Three class meetings per week. Conducted in German.

Requisite: German 5 or equivalent. First semester. Professor Scher.

20. Medieval German Literature. A study of representative works from each of the four major genres of Middle High German literature, narrative prose, lyric poetry, and the heroic and courtly epic, including *Meier Helmbrecht*, poems of Walther von der Vogelweide, the *Nibelungenlied* and *Tristan*. Reading will be done in New High German translation, with parallel texts in the original. Conducted in German.

Requisite: German 11 or equivalent. Second semester. Mrs. Davidson.

21. Germany in the Age of Reformation. An examination of literary, political, theological, and artistic events and trends in early sixteenth century Germany. Close study of selected writings of Martin Luther, Ulrich von Hutten, Thomas Müntzer and others, including samples of Luther's translation of the Bible. A survey of Reformation history and the Peasants' Revolt, the impact of Gutenberg's invention on history and culture, and the artistic

careers of Dürer, Lucas Cranach Sr., Grünewald, Holbein and others. Conducted in German. Three hours per week.

Requisite: German 11 or equivalent. First semester. Omitted 1977–78. Professor White.

23. German Culture of the Eighteenth Century. An exploration of writing and the fine arts in eighteenth century Germany, with emphasis on drama, fiction, essays, and the interaction of music and language. Selected readings in Gottsched, Winckelmann, Lessing, the young Goethe, and others. Listening assignments in J. S. Bach, Mozart, and Haydn. Conducted in German. Three hours discussion per week, with occasional outside listening assignments.

Requisite: German 11 or equivalent. First semester. Professor White.

24. German Classicism. Study and analysis of representative works of Goethe and Schiller within the broader context of German Idealism and its major aesthetic, philosophical, and moral concerns. Readings include drama, poetry, and essays. Conducted in German. Three hours per week.

Requisite: German 11 or equivalent. Second semester. Omitted 1977–78. Professor Scher.

25. German Romanticism. An examination of the changing aesthetic climate in Germany around 1800; the emergence of a new mode of imagination and artistic vision. Close study of selected Romantic poetry and prose against a background of related developments in philosophy, religion, and the arts. Texts by Wackenroder, Tieck, Novalis, Brentano, Eichendorff, Hölderlin, E.T.A. Hoffmann and others. New concepts of irony, wit, myth, and symbol as formulated in the theories of the Schlegels. Romantic painting: Runge, Friedrich, and the Nazarenes. Romantic music and the Lied: Weber, Schubert, Schumann, and Mendelssohn. Conducted in German.

Requisite: German 11 or equivalent. First semester. Professor Scher.

26. Main Currents of Nineteenth-Century German Culture. Studies in post-Romantic German literature, drama, poetry, and opera. Readings in such representative figures as Schopenhauer, Marx, Heine, Wagner, Nietzsche, and Freud. Three hours discussion per week, with occasional outside listening assignments. Conducted in German.

Requisite: German 11 or equivalent. Second semester. Visiting Professor Seelig.

35. Studies in Twentieth-Century German Fiction. An examination of major works of prose fiction within the context of social and political change. The development of new forms of narration. Rilke, Thomas Mann, Kafka, Hesse, Grass, Böll, and others. Conducted in German. Three hours per week.

Requisite: German 11 or equivalent. First semester. Omitted 1977–78. Professor Scher.

36. German Literature in Translation. Selected works of German literature in a rapid survey from the medieval period to the present. Readings in the original German may be assigned for those with sufficient command of the language. Three hours per week.

Second semester. Omitted 1977–78.

38. German Drama of the Twentieth Century. Studies in German drama of the period with emphasis on the Expressionists, Brecht, and post-World War II dramatists. Three hours per week. Conducted in German. To alternate with German 40.

Requisite: German 11 or equivalent. Second semester. Omitted 1977–78.

40. German Poetry of the Twentieth Century. Interpretation of German verse of the period, with emphasis on George, Rilke, Hofmannsthal, the Expressionists, and post-World War II poets. Three hours per week. Conducted in German. To alternate with German 38.

Requisite: German 11 or equivalent. Second semester. Omitted 1977–78. Professor White.

42. Culture and Politics in the Weimar Republic. An exploration of literature, drama, music, and painting in Germany during the period 1918–1933, with emphasis on the interaction of art and politics. Readings, listenings, and viewings of works by such figures as Brecht, Thomas and Heinrich Mann, Tucholsky, Schönberg, Berg, Hindemith, Beckmann, Barlach, and Nolde. Conducted in German. Three hours per week.

Requisite: German 11 or equivalent. Second semester. Professor White.

77, 78. Honors Course for Seniors.

First and second semesters. The Department.

97. Special Topics. Independent Reading Course.

First semester. The Department.

98. Special Topics. Independent Reading Course.

Second semester. The Department.

HISTORY

Professors Cheyette*, Czap, Davis, Gifford, Greene‡, Halsted, Hawkins, Levin (Chairman), Moore, Petropulos* and Ward; Associate Professors Bezucha and Campbell; Visiting Associate Professor Drake; Assistant Professors Gross and Lewandowski*; Professor Emeritus Commager, Simpson

*On leave 1977–78.
‡On leave second semester 1977–78.

Lecturer in History; Visiting Distinguished Professor de Bertier de Sauvigny.

Major Program. Eight courses are required for a History major. One of these must be History 11. [Students who had History 12 during 1972–1975 will count this as the required introductory course.] A student considering a History major is urged to take History 11 during the Freshman or Sophomore year. The other seven courses may include History Department courses, one or two semester courses of research culminating in a piece of historical writing, extra-departmental Amherst College courses listed among the History Department offerings or as "Related Courses," and History courses offered by the four sister institutions. In making their selection, however, students are expected to take courses in at least two of the following geographically-defined areas: Western Europe, Eastern Europe, the United States and Canada, Latin America, Africa, the Middle East, South Asia and East Asia, and should focus in considerable depth on a primary field of interest, geographical, chronological, or topical, which they will define in consultation with their departmental advisor. By the middle of their last semester, students will be expected to have demonstrated to an evaluating committee of the Faculty a comprehensive knowledge of their field of primary interest. The mode of the evaluation need not be the same for all the majors within a department, and, indeed, may be designed individually to test the skills each student has developed.

Students majoring in History have considerable latitude in deciding how they will demonstrate a comprehensive knowledge of their field of primary interest. The major

1. may write an essay, draw up a set of questions, or submit a course syllabus which he or she has designed, as a basis for discussion with the examining committee;
2. may take a written examination based upon the set of questions that he or she has submitted;
3. may present a lecture or direct a seminar;
4. or may devise yet other ways of demonstrating a comprehensive knowledge.

The major, if he or she desires, may develop a comprehensive knowledge of the primary field by taking a self-designed course for credit during the sixth or seventh semester. This course normally will be taken with the student's departmental advisor, individually or in conjunction with other History majors. If the work done in this course, oral or written, is evaluated by a faculty committee, passing the course with a grade of C or higher will constitute successful completion of the comprehensive requirement.

Honors Program. In addition to the two research courses which a student may take as two of the eight required courses, he or she may, with the

approval of the Department, take as many as three more semester courses of independent research. The maximum total of five research courses may be spread throughout the Junior and Senior years, or they may be concentrated within the Senior year alone, with as many as three such courses in a single semester. If a student wishes to be considered for the degree with Honors, he or she will present a substantial essay or cluster of related essays written during one or more research courses. The level of Honors recommended by the Department will also depend on the overall calibre of a student's work in the major.

Unless otherwise specified, all courses are open to Freshmen.

11. Introduction to History. Historical consciousness is essentially the capacity to discern the forces of change and of continuity in human affairs. This introduction to history is designed to dramatize some of the ways by which a developed historical consciousness can illuminate events, decisions, assumptions, conflicts, failures and achievements in some important moment in human history. The course will focus upon a crucial conjuncture where a number of different societies, each with its own historical continuities, simultaneously faced a decisive time of change. Taught by historians from different fields, the course is intended for all students, majors and nonmajors alike.

For 1977–78—The World Crisis 1945–1950.

The course will examine the origins and evolution of the Soviet-American Cold War. American and Soviet self-perceptions and perceptions of each other will be studied along with the historical roots of these attitudes. The course will further consider the ways higher politics in this period influenced and in turn was influenced by the lives of the masses—urban and rural. Chronologically the course will project backward into the interwar period 1920–40, as a time of gestation for the problems that confronted the world of 1945–50, and forward into the contemporary world for an identification of the solutions and new problems emerging out of that five-year period. The course will focus on Europe as the area over which the Cold War first developed, as well as East Asia and the Middle East, where the impact of World War II and the Cold War unfolded in different cultural contexts.

Required of all History majors. Three meetings per week. First semester. Professors Bezucha, Czap, Halsted, Levin and Moore.

EUROPE

15. Medieval and Early Modern Society. An introduction to some major themes of western European history from late antiquity through the seventeenth century. Lectures will cover such topics as demographic patterns, social classes, family life, moral ideals, political and economic organiza-

tions. Through a reading of the works of some great historians we will also explore the ways in which Europeans have conceived of this thousand years of historical experience. One lecture and one seminar per week.

First semester. Omitted 1977–78. Professor Cheyette.

16. Modern Europe. An introduction to the history of Europe since the eighteenth century: a discussion of the old regime and the French Revolution; the Industrial Revolution; the progress of liberal reform; nationalism and the development of modern nation states; imperialism and subsequent decolonization; world depression and totalitarianism in an era of two world wars; the Cold War and the Common Market. Three class meetings per week.

Second semester. Professor Halsted.

18. Europe in the Twentieth Century. A survey of the causes and consequences of Europe's loss of world hegemony in our century. Lectures, readings, and discussions, with special attention given to the Great War, the Cold War which began in 1917, and the significance of the events of 1968 for eastern and western Europe. Two class meetings per week.

Second semester. Professor Bezucha.

19. The Beginnings of European Society. Readings and discussion address (1) the fundamental changes in the ways Europeans conceived of their society and its institutions during the eleventh and twelfth centuries, and (2) the radical differences between their assumptions and our own. An introductory course. Three meetings per week.

First semester. Omitted 1977–78. Professor Cheyette.

20. The Formation of European Powers. Readings and discussion address the manner in which thirteenth, fourteenth, and fifteenth century Europeans consciously (and unconsciously) shaped their relations with each other in this world and with Being or beings in the next, founding forms of organization that would endure until the nineteenth century. Three meetings per week.

Second semester. Omitted 1977–78. Professor Cheyette.

21. Modern European Social History. Lectures and discussions on three major topics of European social history since 1500: social organization (from corporate society to social classes), mentalities (religion, magic, and science), and social movements (the changing forms of politics and collective protest). Two class meetings per week.

First semester. Professor Bezucha.

Introduction to European Civilization: The Mode of Romance. See European Studies 11.

First semester. Professor Waller.

23. Topics in Modern European Intellectual History. In the fall of 1977 this course will be devoted to a single theme: the rise, triumph and decline of European liberalism from the era of Locke and the "Glorious Revolution" of the seventeenth century to the age of Keynes and "the end of laissez-faire" in the twentieth century. Particular attention will be given to the role of the French philosophes, and to such figures as Tocqueville and J.S. Mill, in the discussion of liberalism's revolutionary confrontation with traditional conservatism, and its subsequent ambivalent relationship to the development of democracy and socialism. One seminar meeting per week.

First semester. Professor Halsted.

24. European Thought in the Eighteenth and Nineteenth Centuries. Dominant currents in the history of ideas from the Enlightenment to the aestheticism and irrationalism of the late nineteenth century viewed with attention to their social context. Topics treated will also include Romanticism, the varieties of liberalism, socialism and anarchism, nationalism and racism, and positivism and the Darwinian revolution. Three class meetings per week.

Second semester. Omitted 1977–78. Professor Halsted.

25s. Victorians and Edwardians. The people and culture of nineteenth century England will be studied through recent biographical and historical works and through a wide range of writings from the period itself including autobiographies, social criticism, novels, and poetry. One seminar meeting per week.

Second semester. Professor Halsted.

26f. France 1789–1914. The course will aim at giving a detailed account of the life of the French Nation during a century of dramatic changes. Economic and social factors, as well as ideologies were at work together with powerful personalities and external challenges, creating a dazzling variety of situations and providing a unique store of case histories for political science. To be offered only once.

First semester. Visiting Professor de Bertier de Sauvigny.

28. Seminar on European Popular Culture. This course posits that the history of popular culture involves the systematic study of the ways that time and place modify the customary codes by which ordinary persons live their lives. The specific focus of the course changes each year. During the spring of 1978, the class will examine changes in the character of work and the emergence of leisure in European society from the eighteenth to the twentieth century. One seminar meeting per week.

Elective for Sophomores. Second semester. Professor Bezucha.

31. Russia. A History of Russia until Approximately 1880. An examination of the roots of Russian culture in the Kievan and Muscovite periods; the

development of social and political institutions in the Imperial period, including serfdom and bureaucratic absolutism. Three class meetings per week.

First semester. Professor Czap.

32. Russia. A History of Late Imperial and Soviet Russia. Russia during the period of industrialization and constitutional monarchy; the revolutions of 1917; the reestablishment of social order and the development of Russian society under the Communist Party into the 1930s. Emphasis throughout on the development and transformation of social and political structures. Three class meetings per week.

Second semester. Professor Czap.

34. Topics in Russian History. The Soviet Union as Multinational State. Resurgent nationalism is one of the critical domestic issues facing Soviet society today. The seminar will consider the Soviet Union as a multinational state and society and examine the circumstances for their cultural and political implications. Consideration will also be given to one or more additional multinational states for comparative purposes. Introductory core reading, individual research projects and discussions. One meeting per week.

Elective for Sophomores. Second semester. Professor Czap.

40f. Modern Greece. An examination of modern Greek society from the fifteenth century to the present, with the focus on the imperialist contexts (Ottoman and modern) in which it developed and on the forms of adaptation and resistance to those contexts. Modern Greek attempts to relate effectively to the classical and Byzantine past will be considered as a vital part of this focus. Two meetings per week.

First semester. Omitted 1977–78. Professor Petropulos.

ASIA

41s. Indian Civilization I: Traditional India. (This course is offered as Anthropology 21 in alternate years.) A general survey of South Asian civilization. The course will deal with the origins of Indian society, the development of the Hindu tradition, the major heterodoxies, and the coming of Islam to the subcontinent. The course will also examine village life, the traditional family, and the principles of caste. Special attention will be given to folk religion.

Second semester. Omitted 1977–78. Professor Lewandowski.

42. Indian Civilization II: Contemporary India. This course is designed to introduce the student to the history of India during the nineteenth and twentieth centuries, and to assess the impact of British colonial rule on the

social, political and cultural development of the Subcontinent. Topics considered include the village community, the changing role of women, rural-urban migration patterns, urban development, the politics of caste and the growth of regionalism. This course complements Indian Civilization I. Two class meetings per week.

Second semester. Omitted 1977–78. Professor Lewandowski.

45. East Asia Since 1800. The course introduces Chinese and Japanese history from the early nineteenth century to the present. Lectures, readings and class discussion will examine the main features of traditional East Asian cultures, problems arising from the impact of the West on East Asia, the responses of China and Japan to the challenge of contributing to an emerging world community in the twentieth century. Audio-visual aids will be used to present the principal events and personalities.

First semester. Professor Moore.

46. Modern China. This is an introductory course which will evaluate the nature of China's "traditional" order and trace the process of change during the nineteenth and twentieth centuries which culminated in the Communist Revolution. Life in the People's Republic of China will be presented thematically. Use of slides will provide visual images of both events and personalities; periodic discussions will center on interpretations. To be offered only once.

Elective for Sophomores. Second semester. Visiting Professor Drake. (University of Massachusetts).

47. Japanese Civilization and Culture. An introduction to the distinctive ideas, culture and sociopolitical organization of old Japan before extensive contact with the West. Through lectures, readings, discussion and visual aids, the course will explore the origins of Japanese civilization, Shinto mythology and formation of the early imperial state, Buddhist influence on religious ideas and artistic expression in temple architecture and sculpture, the courtly tradition reflected in the literary works of women in the Heian period, and the rise of an elite samurai culture of Zen, tea and the sword and its reaction to the coming of Christianity in the sixteenth century, and the thought and society of a "closed-country" during 200 years of isolation from the world and unbroken peace under the rule of samurai warriors in the seventeenth and eighteenth centuries. One seminar meeting each week and four or five evening seminars during the semester.

First semester. Omitted 1977–78. Professor Moore.

48. Modern Japan. The course examines Japan's emergence in the nineteenth century from more than 200 years of self-imposed isolation, the process of political and economic modernization, and the attempt to find a secure and significant place in the Western-dominated world of the twentieth century. Lectures, readings and discussions will focus on the forma-

tion of a modern state, industrialization, Western imperialism and the rise of Pan-Asianism, the great depression and the rise of military government in the 1930s, postwar Japan under U. S. military occupation, and problems of rapid economic growth in recent years. Visual aids, original sources in English and Japanese guests will help students form a direct impression of modern Japan.

Second semester. Professor Moore.

Introduction to Asian Civilization. See Asian Studies 11.

First semester. Professors Thurman and Tyler.

MIDDLE EAST

51. The Middle East from 600 to 1300 A.D. An historical examination of Islamic civilization, its origins, its nature, and its development. Special attention will be given to the dynamism and diversity of Islamic civilization during this period and to the respective contribution of Arabs, Persians, and Turks to it. Two class meetings per week.

First semester. Omitted 1977–78. Professor Petropulos.

52. The Middle East from 1300 to the Present. From the formation of the Ottoman Turkish and the Safavid Persian states to the emergence of a multistate system in the twentieth century, with particular emphasis on the interaction of traditional forms indigenous to the region and external forces from the outside, on intra-regional and inter-ethnic variation, and on the twentieth century quest for self-determination, modernity, and development by Arabs, Jews, Persians, and Turks. Two class meetings per week.

Second semester. Omitted 1977–78. Professor Petropulos.

53. The History of Israel. This course will consider aspects of the Jewish experience in modern Europe; the origins and development of Zionism in Europe, America and Palestine before 1939; the Holocaust and the creation of the state of Israel; and the political, social and diplomatic history of Israel since 1948. One seminar per week.

First semester. Professor Levin.

54. Topics on the Middle East. Each year the course will focus on a single topic of broad range. When the topic changes, the course may again be taken for credit. One two-and-one-half hour session per week.

Admission by consent of the instructor. Second semester. Omitted 1977–78. Professor Petropulos.

UNITED STATES

American Studies: The Revolutionary Generation. See American Studies 11.

First semester. The American Studies Department. Students may elect American Studies 11 twice for credit.

55. Family and Community in American History. The course will examine the ideal and the reality of community in America, from colonial times to the present. We will study communities as diverse as the rural villages of colonial New England, the dispersed plantations of the Old South, the frontier settlements of the West, the ethnic enclaves and factory towns of industrial America, and the Levittowns of modern suburbia. We will trace the rise of individualism within the family, explore the effects of rapid social mobility and economic growth on relations between generations, and seek out connections between change in the family and change in the broader society. Students will be introduced to the major techniques of community analysis and will be asked to prepare histories of their own families in the twentieth century. Two meetings per week.

First semester. Omitted 1977–78. Professor Gross.

56. Twentieth Century America. The course broadly traces United States social, political, and intellectual history from 1919 to the present, with emphasis on tensions between traditional American Liberalism and trends toward centralization and collectivization. Among topics considered: the Red Scare, Herbert Hoover's associationalism, New Deal and Fair Deal, the debates over relativism and pluralism, McCarthyism, the civil rights movement, Black Power, the New Left, Watergate, and the domestic experience of war. Three meetings per week, lectures and discussions.

Second semester. Professor Hawkins.

57s. Seminar in Southern History. Topic for 1977–78: The South in the Twentieth Century. Selected topics with emphasis on forces that have affected Southern particularism.

Second semester. Professor Hawkins.

58f. The Progressive Generation. A study of the responses to change made by Americans in the generation from 1890 to 1920. By concentrating upon a single generation the course will explore some of the interrelations among politics, literature, business, the professions, religion, and popular culture. One seminar meeting per week.

First semester. Professor Greene.

59. Nineteenth Century America: The Emergence of a Modern Society. A survey of American social history from 1790 to 1850. The transformation of America from a largely rural and localistic society based on authority and tradition into an expansive, competitive one, propelled by individual initiative and technological change. The major themes are progress—its costs and benefits—and the emergence of rational attitudes toward life. Topics include: the "demographic transition" and the adoption of birth control;

the takeoff to economic growth and the beginnings of industrialization; the democratization of American politics; urbanization, and the appearance of the Victorian family. The problem of slavery and the persistence of white racism are treated as tests of modern rationality. Two class meetings per week.

First semester. Professor Gross.

60. Nineteenth Century America: The Response to Industrialism. A survey of social history from 1850 to 1900. On the eve of the Civil War the United States was just embarking on its career as a modern industrial state. By the turn of the century, industrial society had matured; the large organization—the national corporation, the university, the professional organization, the political machine—dominated the social landscape. This course traces the elaboration of industrial society, with emphasis on the economic development, social tensions, and ideological confusions it produced. Topics include: urbanization, immigration, and ethnic politics; working class culture and labor unrest; the conquest of the West; domesticity and women's roles; race relations; and the political and economic crises of the 1890s. Three class meetings per week.

Second semester. Professor Gross.

61s. American Diplomatic History I. A study of the domestic and the international determinants of America's role in world politics from the Revolution to the First World War. Among the topics to be considered are ideology and foreign policy in the early Republic; the origins and evolution of the Monroe Doctrine; American expansion on this continent and across the Pacific; America and late nineteenth century imperialism; Theodore Roosevelt and world politics; and war, revolution, and Wilsonian diplomacy. Offered in alternate years.

Second semester. Professor Levin.

62f. American Diplomatic History II. A study of the domestic and the international determinants of America's role in world politics from the First World War to the Korean War. Among the topics to be considered are Wilson's effort to create a liberal world order at the Paris Peace Conference of 1919; the League of Nations controversy in American politics; the question of American isolationism in the 1920s; the response of Republican and New Deal diplomacy to the Depression, the rise of fascism, and the breakdown of the Versailles world order; isolationism, internationalism, and American entry into World War Two; the debate over the origins of the Cold War; and the creation of the Truman Doctrine and its globalization amid the domestic and international pressures caused by the Chinese Revolution and the Korean War. Offered in alternate years.

First semester. Omitted 1977–78. Professor Levin.

63. American Intellectual History: The Bill of Rights. This seminar will explore the concept of rights in society and the role of the courts in defending and preserving those rights. The seminar will deal with controversies over the meaning of freedom of speech, press, religion, due process of law, equal protection of the laws, the nature of equality, the relations of civil and military; newly emerging problems of capital punishment, privacy, reverse discrimination, and the problem of judicial review in a democracy. Materials will be drawn chiefly from legal cases.

Elective for Juniors and Seniors with consent of the instructor. First semester. Professor Commager.

64. American Diplomatic History III. A study of the domestic and the international determinants of America's role in world politics from the Korean War to the present. Among the topics to be considered are Eisenhower, Dulles and the diplomacy of the Soviet-American rivalry in an era of decolonization; Vietnam, Latin America and greater power diplomacy at the height of American liberal globalism under Kennedy and Johnson; and the response of Nixon's and Kissinger's diplomacy to such issues as the Vietnam War, conflict in the Middle East and Africa, the Chinese-Soviet-American triangular relationship, and changes in the world political economy. Offered in alternate years.

Second semester. Omitted 1977–78. Professor Levin.

65. Community and Individualism in Early America. A study of the tensions between liberal individualism and the bonds of community in the development of American society. The course will focus on tensions within the Puritan communities of New England, the Quakers' "Holy Experiment," the semi-aristocratic society of Virginia, and the experience of the American Revolution. Two meetings per week.

First semester. Omitted 1977–78. Professor Greene.

66. Seminar in American Educational History. The development of ideas and institutions since the late nineteenth century. One two-hour meeting per week.

Second semester. Omitted 1977–78. Professor Hawkins.

LATIN AMERICA, CARIBBEAN, AFRICA

68. Latin America since Independence. A topical and comparative analysis of the independence movements and subsequent attempts to form new nations in the nineteenth and twentieth centuries. Topics will include: the origins and nature of the independence movements; the search for national identities; caudillismo and government by revolution; the role of the military; the slavery issue; agrarian reform; underdevelopment; neo-colonialism and the Third World; Fidel, Che, Allende and revolutionary ideology.

Second semester. Omitted 1977–78. Visiting Professor Hirschberg (Smith College).

69. Caribbean History: Pre-Columbian to Emancipation. A history of the Caribbean from the pre-Columbian period to the European imposition of slavery and the eventual emancipation of the slaves. Particular emphasis will be placed on the institutional complex of the plantation slave economy, the response of the slaves to the system, and attention will be given to the interrelationship among the economic, political and humanitarian factors that influenced Emancipation. (Related course: History 76, Modern Caribbean History). Two class meetings per week.

First semester. Professor Campbell.

70. The Role of Revolution in Mexican History. The course will focus upon the Mexican Revolution of 1910, its revolutionary antecedents in the colonial and early national periods, and its continuing influence on Mexico today in politics, social and economic thought, art and literature, and in the evolution of the Mexican national character. One two-hour discussion per week.

Second semester. Omitted 1977–78. Visiting Professor Hirschberg (Smith College).

71. African History to 1880. A general history of Africa from the Axumite, Nubian and Nile Valley Kingdoms to the nineteenth century. Attention will be given in the lectures to migrational patterns and the emergence of states and imperial systems; the rise of monarchies in the Sudan forest areas and in central Africa; where relevant, consideration will be given to relations between African states and the development of institutions. Especial attention will be paid to North Africa. Two class meetings per week.

Requisite: Previous course work in the Department of History or consent of the instructor. First semester. Professor Davis.

72. Topics in Modern African History: Modernism in Twentieth Century Africa. This course will deal with the impact of exploration, missionary activity, European penetration and imperial systems, the Congress of Berlin and the African reaction. Special emphasis upon Ethiopia, Angola, and the Congo. Much of the reading is from scholarly journals. An essay will be required. Two class meetings per week.

Second semester. Professor Davis.

74. Zimbabwe: The Moment of Independence. The moment of independence offers a chance to define basic rights and liberties in a multi-ethnic society. How ought the constitution to set right the colonial pathology of policies concerning land, the franchise, resources, jobs, education, racial dignity and cultural integrity? Is it possible to escape neo-colonial dependency? How relevant is the precolonial history of the area to its future

institutions? What examples are to be followed: Kenya, Tanzania, China, Zambia, Mozambique? What ought to be the balance between individual and group rights, between ethnic and party authority, between legislative and executive power, between civil and military force, between the rule of men and the rule of law? How critical are foreign relations and the threat of forced intervention? To the degree possible in one semester these questions will be addressed through readings and discussion. Oral presentations, two short papers and one long paper. Two class meetings per week. Some prior African history preferred.

Second semester. Professor Gifford.

76. Modern Caribbean History. An examination of the transition of the Caribbean society from slavery through colonialism to independence. The course will examine the post-emancipation labor dynamics, metropolitan control, race, color, class and caste in the society; it will deal with population movements, growth of trade unions and their interrelationships with political parties, constitutional development and the independence movement. Attention will be given to post-independence trends, problems and potentialities. One two-hour seminar per week.

Second semester. Professor Campbell.

77, D77. Independent Research, culminating in one or more pieces of historical writing which may be submitted to the Department for a degree with Honors. Normally to be taken as a single course but, with permission of the Department, as a double course as well.

Elective for Juniors and Seniors. First semester. The Department.

78, D78. Independent Research. Same course description as 77, D77.

Elective for Juniors and Seniors. Second semester. The Department.

COMPARATIVE AND OTHER SPECIAL TOPICS

81. Seminar on the French Novel of the Nineteenth Century Considered as Historical Source. The novel—a branch of literature which flourished vigorously in nineteenth century France—provides a sort of contact with social realities transcending that of dry statistics and even elaborate reconstructions from the common historical sources. In addition to other assignments, students taking this seminar will be invited to choose one novel among those available to them in English translation; they will try to discover what knowledge they can gain from it on various aspects of French life of the times. One two-hour seminar per week. To be offered only once.

First semester. Visiting Professor de Bertier de Sauvigny.

82. History and Theory. The growth of interest in quantitative analysis in history in recent years has revived positivist and neo-positivist arguments concerning the scientific potentialities of history. In the past such argu-

ments have hinged on the capability of history to pass from highly specific, low level generalizations to "general historical theory" which applies to all people living at all times. Historians skeptical about "history as science" point out that such arguments confuse methodological techniques for theoretical advance. The seminar will consider these matters through readings from philosophy of history, historical methodology, social theory and recent historical writing in the quantitative tradition. Historical demography, a field that has allegedly shown great progress as "science" in recent years, will be a particular case in point. Each member of the seminar will be responsible for a substantial paper. One seminar meeting per week.

Admission by consent of the instructor. Second semester. Omitted 1977–78. Professor Czap.

83s. The City in Evolution. This seminar will trace the development of cities at different stages in their historical evolution, and will concentrate on the way in which space is used in the city. The following are some of the topics to be discussed: the origin of cities; the ancient sacred city, the Muslim city, the medieval European city, the colonial city, the industrial city in Europe and America, the megalopolis, modernization in the third-world city, urban images and urban space and planning. Comparative material will be drawn from America, Europe, the Middle East, Africa and Asia, but an emphasis will be placed on India as an example of a civilization that has had a long history of urban development. One seminar meeting per week.

Second semester. Omitted 1977–78. Professor Lewandowski.

88. Resistance Movements During and After World War II. A comparative study of total war, social revolution, and international politics with particular attention to the impact of organized resistance and its diversity of outcome on the contemporary world. The selection of movements for special focus will vary from year to year. One seminar per week.

Second semester. Omitted 1977–78. Professor Petropulos.

89. Seminar in Recent American History. Topic for 1977–78: The 1930s. Students will pursue in depth topics in social, political, economic, and intellectual history and lead seminars which they have helped plan. In addition, the group will pursue a core of common readings. The writing for the course consists of a major research paper, including preliminary prospectuses and drafts.

Admission by consent of the instructor. First semester. Professor Hawkins.

97, H97, 98, H98. Special Topics. Independent Reading. Full or half course.

First and second semesters.

RELATED COURSES

African Nationalism. See Black Studies 51.
First semester. Omitted 1977–78. Professor Davis.

An Introduction to African Religious Beliefs and Practices. See Black Studies 62f.
First semester. Professor Nketsia.

Comparative Slave Systems in Africa and the Americas. See Black Studies 63.
First semester. Professor Campbell.

The African Roots of Blacks in the Diaspora. See Black Studies 64.
Second semester. Professor Campbell.

Classical Civilization. See Classics 23.
First semester. Professor Griffiths.

Classical Civilization. See Classics 24.
Second semester. Professor Marshall.

Literature in Society: The Case of Modern Brazil. See English 84f.
First semester. Professor Dassin.

European Economic History. See Economics 27.
Requisite: Economics 11. First semester. Professor Aitken.

American Economic History. See Economics 28.
Requisite: Economics 11. Second semester. Professor Aitken.

The History of Economic Ideas. See Economics 29.
Requisite: Economics 11. Enrollment may be limited. First semester. Professor Sowell.

Problems in Economic History. See Economics 32.
Requisite: Economics 27 or 28 and consent of the instructor. Restricted to fifteen students. Second semester. Omitted 1977–78. Professor Aitken.

THE KENAN COLLOQUIUM

The Kenan Colloquium for 1977–78 will consist of four seminars on the moral meanings of democracy. Democracy in America is the primary matter.

All four seminars deal with democracy as an ensemble of public, social, and personal relations, not simply as formal arrangements for official gov-

ernance. Our common effort is to interpret public relations, those between people and the state, in order to see what meanings these relations express, suggest, teach—intentionally and unintentionally; and how such meanings are absorbed or learned—consciously and unconsciously. We will try to find the social and personal equivalents of these meanings, and consider the ways in which the various relations feed or war on each other. The main purpose is to name and understand the values which these relations, in their meanings, heighten, repress, discourage, or alone make possible.

The emphasis in the fall seminars is on the individual and his experience. The guiding question is, Does a democracy leave great human possibilities for experience out in the cold; or does it, better than any other polity, approach a universal hospitality? What is the culture of democracy? We will take up some of the aristocratic criticisms of democracy, especially those that claim that democracy is incompatible with perfectionism; and that by weakening boundedness and rank, leaves the individual desolate.

The emphasis in the spring seminars is on the fate of equal citizenship in modern capitalist democracy. Relations of power are the focus. We will try at the start to establish some criteria of legitimacy, a provisional set of expectations concerning the procedures and processes by which public power should be created, claimed, inhibited, and used. Consent and justice are the main concepts for analysis. Private power will also be considered. We face such questions as: Does social inequality vitiate democratic politics? Should private governance be judged by the standards of democracy and due process? Are private organizations now the only possible place in which genuine citizenship can be exercised?

In both terms, some attention may be given to the growing strains on democracy: the strains of scarcity and nihilism. We may engage in some futurist, perhaps apocalyptic, speculation.

Each seminar is taught by two teachers. Enrollment in one seminar prevents enrollment in any other. Limited enrollment. Admission is with the consent of the instructors.

Kenan Seminar 1. Democracy as a Culture. Anthropological perspectives.
First semester. Omitted 1977–78. Professors Babb and Kateb.

Kenan Seminar 2. Democracy as a Culture. Literary perspectives.
First semester. Professors Bruss and Kateb.

Kenan Seminar 3. Democracy as a System of Power. Sociological perspectives.
Second semester. Professors Dizard and Kateb.

Kenan Seminar 4. Democracy as a System of Power. Legal perspectives.
Second semester. Omitted 1977–78. Professors Kateb and Sarat.

Kenan Seminar 5. Democracy as a System of Power. Philosophical perspectives.
Second semester. Professors Kateb and Kearns.

Kenan Seminar 6. Democracy as a Culture. American Studies perspectives.
First semester. Professors Kateb and O'Connell.

LATIN AMERICAN STUDIES

A list of courses has been compiled as an aid to students in the Five College area seeking programs on Latin America or with Latin American content, containing both general courses which embody topics dealing with Latin America as well as courses devoted substantially or exclusively to the area. The Spanish language is taught at Amherst and Mount Holyoke Colleges, and both Spanish and Portuguese are taught at Smith College and the University of Massachusetts. Mount Holyoke offers an interdepartmental major in Latin American Studies, while Smith offers two programs in Hispanic-American Studies, one in literature and the second in fields other than literature. A Certificate Program in Latin American Studies will be available, subject to Amherst faculty approval, at the University of Massachusetts.

The list of courses in Latin American Studies, complete descriptions of individual courses, and enrollment information may be obtained from the Registrar.

LEGAL STUDIES

Professors Arkes, Kearns and Sarat.

Democracy as a System of Power. See Kenan Seminar 5.
Second semester. Professors Kateb and Kearns.

Topics in Philosophy. See Philosophy 21.
In 1978–79 the topic will be Philosophy of Law. First semester. Omitted 1977–78. Professor Kearns.

Ethics. See Philosophy 34.
Second semester. Professor Kearns.

American Government. See Political Science 21s.
Second semester. Professor Arkes.

Law, Politics and Society. See Political Science 22f.
First semester. Omitted 1977–78. Professor Sarat.

Political Obligations. See Political Science 23.
First semester. Professor Arkes.

Approaches to International Law and Justice. See Political Science 38.
Second semester. Professor Machala.

The American Constitution. See Political Science 41.
First semester. Omitted 1977–78.

Judicial Process and Policy Making. See Political Science 42.
Second semester. Omitted 1977–78. Professor Sarat.

Political Freedom Under the Constitution. See Political Science 47s.
Second semester. Omitted 1977–78.

LINGUISTICS

Amherst College offers a course in Linguistics (English 96) and Psycholinguistics (Psychology 36). Hampshire College offers courses in Language Theory, Applied Linguistics, and Sociolinguistics. Mount Holyoke College has a course in Communication Theory. The University of Massachusetts offers courses on both the undergraduate and graduate level in Speech and Language Theory, Phonetics, General Linguistics, Phonological Theory, and Syntax.

MATHEMATICS

Professors Bailey, Denton* and Mauldon; Associate Professors Armacost and Starr (Chairman); Assistant Professors Kidwell and Sacerdote†; Visiting Assistant Professor Polit.

Major Program. The basic minimum course requirements for a major are Mathematics 11, 12, 21, 22, 25, 26, Physics 13, 14 or an alternate approved by the Department, and at least three more courses in Mathematics. Physics 18 may be substituted for the Physics 13–14 combination. Students with a strong background in Mathematics may be excused from certain courses

*On leave 1977–78
†On leave first semester 1977–78.

such as Mathematics 11. It is recommended that such students take the Advanced Placement Examination in Mathematics.

A qualifying examination for Honors candidates will be given toward the end of the second semester of their Junior year. For other majors, a comprehensive examination will be given during the first seven weeks of the second semester of their Senior year.

A student considering a major in Mathematics should consult with a member of the Department as early as possible, preferably during the Freshman year. This will facilitate the arrangement of a program best suited to the student's ability and interest, whether it be in Mathematics, secondary school teaching, or a non-mathematical career. If possible, the student should complete two courses during the Freshman year and should have completed all required courses by the end of the Junior year.

For a student considering graduate study in Mathematics, an Honors program and a reading knowledge of two foreign languages (usually German, French or Russian) are extremely desirable. Such a student is advised to take the Graduate Record Examination early in the Senior year.

Honors Program. For a degree with Honors, the following courses are required: Mathematics 41 and 42. Students are admitted to the Honors program on the basis of a qualifying examination given during the second semester of their Junior year. Before the end of the Junior year, an individual thesis topic will be selected by an Honors candidate in conference with a member of the Department. After an intensive study of this topic, the candidate will write a report in the form of a thesis which should be original in its presentation of the material, if not in content. All students majoring in Mathematics are expected to attend the Mathematics Colloquium during their Junior and Senior years, and Honors candidates will report to the colloquium on their thesis work during the Senior year.

10. Finite Mathematics. A course intended primarily for non-mathematics majors. Emphasis will be placed on topics having applications in the social sciences. Elementary discrete probability theory (counting techniques, independent trials, expected values), elementary matrix algebra with applications to Markov chains, decision theory, simulation, linear programming, and assorted topics in operations research. Four class hours per week.

Second semester. Visiting Professor Polit.

11. Introduction to the Calculus. Basic concepts of limits, derivatives, antiderivatives; applications; the definite integral, simple applications; circular functions and their inverses; logarithms and exponential functions. Four class hours per week. Note: Students with a weak background in high school mathematics have often experienced difficulty with Mathematics 11; for this reason, such students are advised to enroll in Mathematics 11s, in the spring. The longer semester in Mathematics 11s permits a more thor-

ough treatment of the same material as in Mathematics 11. Students wishing to enroll in Mathematics 11 must take a placement examination administered prior to the first day of classes in the fall semester.

First semester. The Department.

11s. Introduction to the Calculus. Same description as Mathematics 11.

Second semester. The Department.

12. Intermediate Calculus. A continuation of Mathematics 11. Applications of integration to volume, arc length and related problems; methods of integration; conic sections and general second degree equations in two variables; hyperbolic functions; polar coordinates; parametric equations and vectors; infinite series, power series and the Taylor development; L'Hopital's rule. Four class hours per week.

Requisite: A grade of C− or better in Mathematics 11 or the consent of the Department. Second semester. The Department.

12f. Intermediate Calculus. Same description as Mathematics 12.

First semester. The Department.

14. Mathematics Applicable to Economics. An introduction to the mathematical techniques which are most important for modern economics, including selections from the differential calculus of several variables, elementary linear algebra and matrix theory, and elementary differential equations. Applications of these techniques to optimization problems, linear and nonlinear programming, and to simple economic models. Four class hours per week.

Requisite: A grade of C− or better in Mathematics 11 or consent of the instructor. Second semester. Omitted 1977–78. Professor Sacerdote.

16. Nature of Mathematics. An exposition of the nature of mathematics through the study of various topics such as the axiomatic method, the foundations of mathematics, cardinal numbers, real numbers, prime numbers, groups and symmetry, non-Euclidean geometry, graph theory and applications of the above. Not intended for Mathematics majors. Content varies from year to year. Four class hours per week. Offered in alternate years.

Second semester. Omitted 1977–78.

17. Introduction to Probability and Statistics. Elementary probability, including statements of the law of large numbers and the central limit theorem; distribution functions of frequent occurrence in statistics, such as the Normal, Poisson, Chi square and Student's t, and their use in hypothesis testing and estimation; roles of the law of large numbers and the central limit theorem in hypothesis testing and estimation (including errors of Type I and Type II); a brief introduction to analysis of variance and nonparametric methods. Four class hours per week.

Requisite: Mathematics 11. Except with special permission of the departments concerned, this course and Economics 15 may not both be taken for credit. First semester. Professor Starr.

17s. Introduction to Probability and Statistics. Same description as Mathematics 17.

Second semester. Professor Starr.

21. Multivariable Calculus. Introduction to partial derivatives; multiple integrals in two and three dimensions; line integrals in the plane; Green's theorem; the Taylor development and extrema of functions of several variables; implicit function theorems; Jacobians. Four class hours per week.

Requisite: A grade of C or better in Mathematics 12 or the consent of the instructor. First semester. Professors Kidwell and Mauldon.

21s. Multivariable Calculus. Same description as Mathematics 21.

Second semester. Professor Sacerdote.

22. Advanced Calculus. Completeness of the real numbers; topology of n-space including the Bolzano-Weierstrass and Heine-Borel theorems; sequences, properties of functions continuous on sets; infinite series, uniform convergence; surface integrals; divergence theorem; Stokes' theorem. Four class hours per week.

Requisite: Mathematics 21. Second semester. Professor Kidwell.

22f. Advanced Calculus. Same description as Mathematics 22.

First semester. Omitted 1977–78.

25. Algebra I. The study of a finite-dimensional abstract vector space and the algebra of linear transformations which act on it, together with the isomorphic algebra of matrices; the dual space; the effect of a change of basis; invariant subspaces; minimal polynomial of a transformation, characteristic vectors; various canonical forms. Four class hours per week.

Requisite: Mathematics 12. First semester. Professor Armacost.

26. Algebra II. A brief consideration of properties of sets, mappings, and the system of integers, followed by an introduction to the theory of groups and rings including the principal theorems on homomorphisms and the related quotient structures; integral domains, fields, polynomial rings. Four class hours per week.

Requisite: Mathematics 25. Second semester. Professor Armacost.

28. Differential Equations. Elementary methods of solution, theory of linear systems, general existence and uniqueness theorems, geometric theory, stability, applications. Four class hours per week. Offered in alternate years.

Requisite: Mathematics 21. Second semester. Professor Bailey.

30. Numerical Analysis. Practical computer methods for treating numerical problems, considered in conjunction with relevant theoretical matters and practical applications. Topics chosen from: approximation and evaluation of functions, derivatives, and integrals; numerical solution of systems of linear and nonlinear equations, eigenvalue problems, and differential equations; convergence, stability, efficiency, and error analysis of approximation methods; numerical optimization. Four class hours per week. Offered in alternate years.

Requisite: Mathematics 12. Second semester. Omitted 1977–78.

31. Mathematical Logic. This course will develop logic from the mathematical point of view. Included will be a discussion of the propositional and predicate calculi, deduction and validity, the completeness and compactness theorems of Gödel, the construction of nonstandard models, and further topics as time permits. Four class hours per week.

Requisite: Mathematics 12. First semester. Omitted 1977–78.

33. Theory of Numbers. An introduction to the theory of rational integers; divisibility, the unique factorization theorem; congruences, quadratic residues. Selections from the following topics: Diophantine equations; Waring's problem; asymptotic prime number estimates; continued fractions; algebraic integers; unique factorization domains. Four class hours per week. Offered in alternate years.

Requisite: Mathematics 12. First semester. Professor Mauldon.

36. Statistics. Intermediate probability; forms and sketches of proofs of the law of large numbers and the central limit theorem; Neyman-Pearson theory of hypothesis testing and estimation; properties of some parametric and non-parametric tests of wide applicability; introduction to decision theory. Four class hours per week. Offered in alternate years.

Requisite: Mathematics 17. Second semester. Professor Starr.

41. Functions of a Complex Variable. An introduction to analytic functions; complex numbers, derivatives, conformal mappings, integrals, Cauchy's theorems; power series, singularities, Laurent series, analytic continuation; Riemann surfaces; special functions. Four class hours per week.

Requisite: Mathematics 21. First semester. Professor Bailey.

42. Functions of a Real Variable. An introduction to Lebesgue measure and integration; topology of the real numbers, inner and outer measures and measurable sets; the approximation of continuous and measurable functions; the Lebesgue integral and associated convergence theorems; the Fundamental Theorem of Calculus. Four class hours per week. Offered in alternate years.

Requisite: Mathematics 22. Second semester. Professor Bailey.

44. Topology. An introduction to general topology; the topology of Euclidean, metric and abstract spaces, with emphasis on such notions as continuous mappings, compactness, connectedness, completeness, separable spaces, separation axioms, and metrizable spaces. Additional topics may be selected to illustrate applications of topology in analysis or to introduce the student briefly to algebraic topology. Four class hours per week. Offered in alternate years.

Requisite: Mathematics 22. Second semester. Omitted 1977–78.

77. Honors Course.

Elective for Seniors with the consent of the Department. First semester.
The Department.

78. Honors Course.

Elective for Seniors with the consent of the Department. Second semester.
The Department.

97. Special Topics. Independent Reading Course.
First semester. The Department.

98. Special Topics. Independent Reading Course.
Second semester. The Department.

MUSIC

Associate Professors McInnes* and Spratlan (Chairman); Assistant Professors Ansbacher, Bernard, Reck and Solie.

Major Program. Prospective Music majors should consult the Department as early as possible to plan a course of study which will meet individual needs and interests. Concentration may be in music theory, composition, ethnomusicology, or performance. The *rite* major consists of a minimum of eight semester courses. The normal program for Music majors will include Music 11, 32, 33, 34, 21, and 22. Prospective majors are advised to complete these courses as early as possible in their undergraduate careers. The *rite* major with concentration in performance consists of a minimum of nine semester courses, including at least six half courses in performance, Music H29–H30.

Honors Program. The Honors major should elect the course of study stipulated for the *rite* major plus Music 77–78. The Senior project acceptable for Honors in Music may be an historical or critical thesis, a composition, or a formal recital, dependent upon the student's field of concentration.

*On leave 1977–78.

11. Introduction to Music. A comprehensive introduction to the theoretical basis of Western music. Topics to be discussed will include intervals, scales, keys, melody, rhythm, harmony, texture, and form. Two class meetings and one ear training section per week.

Requisite: Ability to read music. Performing experience or Music 15 strongly recommended. Keyboard ability is *not* a requisite. First semester. Professor Solie.

11s. Introduction to Music. Same description as Music 11.

Second semester. Professor Ansbacher.

15. Listening. The course will pursue the development of acute listening skills, principally as regards the Western classical tradition, but with reference also to non-Western, folk, and popular music. Emphasis will be placed on the development of an aural sense of historical, idiomatic, and stylistic context; score study will be minimal. No musical background whatsoever is required or assumed. Two class meetings and one listening section (to be arranged) a week.

First semester. Professor Spratlan.

16. Masterpieces. A continuation of Music 15. A detailed study of several masterworks from the orchestral, operatic, choral and solo literature. Special emphasis will be given to the diverse ways in which the elements of music may be combined. Two class meetings a week.

Requisite: Music 15 or 11. Second semester. Omitted 1977–78. Professor McInnes.

21. History of Western Music I. A study of music written during the Medieval, Renaissance, and early and middle Baroque periods of music history. The emphasis is on the stylistic characteristics of these periods and of individual composers, as observed in the close study of the shape and effectiveness of specific pieces. Relationships among music, the visual arts, and historical events will be included.

Requisite: Music 11 or consent of the instructor. First semester. Professor Ansbacher.

22. History of Western Music II. A study of works from the late Baroque, Classic, Romantic, and Impressionist periods. The approach will be similar to that described above for Music 21.

Requisite: Music 11 or consent of the instructor. Second semester. Professor Ansbacher.

23. Music of the Whole Earth. A survey and exploration of the richness and variety of ways of looking at, organizing, and making sound into what is called music in different parts of the world. The course covers tribal, folk, and classical music systems of Oceania/Polynesia, the Far East, Asia, Europe, the Middle East, Africa, and the Americas. There will be comparative

studies of world concepts of melody, harmony, polyphony, timbre, form, ensembles, and the techniques and styles of playing and making instruments. Two class meetings per week.

First semester. Professor Reck.

24. Seminar in World Music. An interdisciplinary study of the music and culture of three selected traditions in far greater depth than was possible in the survey course (Music 23). In 1978 these traditions will be American Indian, Africa, and South India. As one branch on the human cultural tree, music will be examined in relation to the cultural matrix of each area, with readings in art, religion, magic, poetry, fiction, theater, dance, history, and anthropology. There will be guest lecturers, field trips to concerts and museums (optional), and actual performances in the classroom. Two class meetings per week.

Second semester. Professor Reck.

29, H29, 30, H30. Performance. See performance guidelines below.

32. Elementary Theory II. Basic principles of harmonic and contrapuntal technique. Triads and their inversions, non-harmonic tones, seventh chords and their inversions, secondary dominants, modulation. Written and analytical exercises, ear training, sight singing, keyboard harmony.

Requisite: Music 11 or consent of the instructor. Second semester. Professor Bernard.

33. Intermediate Theory. A continuation of Music 32. Neapolitan and augmented chords, linear chromaticism, chromatic non-harmonic tones. Written and analytical exercises, ear training, score reading, keyboard harmony.

Requisite: Music 32 or consent of the instructor. First semester. Professor Bernard.

34. Analysis. Musical structure, the elements of graphic and linear analysis, theoretical and critical methodology. Two class meetings and one ear training section per week.

Requisite: Music 33 or consent of the instructor. Second semester. Professor Bernard.

35. Modal Counterpoint. The theory and practice of music in the sixteenth century as exemplified in the works of Lassus, Palestrina and Byrd. Techniques of melodic and contrapuntal analysis. Practical exercises in basic musicianship, sight singing, and score reading. Two class meetings and one section (to be arranged) a week.

Requisite: Music 32 or consent of the instructor. Offered in alternate years. First semester. Omitted 1977–78. Professor Bernard.

36. Tonal Counterpoint. The theory of tonal music as exemplified in the works of Bach. Written and analytical exercises. Practical exercises in basic

musicianship, keyboard harmony, and score reading. Two class meetings and one section (to be arranged) a week.

Requisite: Music 35. Offered in alternate years. Second semester. Professor Solie.

42. Bach. A consideration of Bach's monumental artistic achievements, with attention to the artistic and personal crises of childhood, youth, middle age, and old age. Three class meetings per week.

Requisite: Music 11 or consent of the instructor. Offered in alternate years. Second semester. Omitted 1977–78.

43. The Classical Style. A study of late eighteenth century style as exemplified by the symphonic, operatic, and chamber works of Haydn, Mozart, and their contemporaries. Three class meetings per week.

Requisite: Music 11. Offered in alternate years. First semester. Professor Ansbacher.

44f. Beethoven. A study of the piano, chamber, orchestral and choral music. Three class meetings a week. Offered in alternate years.

Requisite: Music 11 or consent of the instructor. First semester. Omitted 1977–78. Professor Spratlan.

46f. Choral Music. A study of the history of choral music from Bach to Stravinsky, including detailed analyses of major compositions of several composers. Two class meetings per week.

Requisite: Music 11 or consent of the instructor. Offered in alternate years. First semester. Omitted 1977–78. Professor McInnes.

47. Nineteenth Century Music. Topics in the music of the Romantic era; post-Beethoven chamber and orchestral music; the miniatue and the monumental; the effect on musical language of the programmatic idea; nationalism and literary influences; lyric opera and the Music Drama. Two class meetings per week.

Requisite: Music 11 or consent of the instructor. Offered in alternate years. First semester. Professor Solie.

48f. Twentieth Century Music. A survey of the various strands of development which comprise the history of art music in the twentieth century: impressionism, atonality, dodecaphony, the jazz influence, and the rise of neoclassicism. Considerable attention will also be devoted to innovations since 1945 and their implications for the future. The approach will be largely nontechnical, but some previous experience in music is advised. Three class meetings per week.

Requisite: Music 11 or consent of the instructor. Offered in alternate years. First semester. Professor Bernard.

50. Music in the United States. A study of American musical culture from the colonial period to the present: the development of popular and folk idioms, contributions of various ethnic minorities, the contemporary scene; with special emphasis on the fusion of European and African elements (in blues, jazz, rock, soul, and pop), and the country music of the Appalachians. Three class meetings per week.

Second semester. Professor Reck.

51s. Stravinsky. A study of representative works, stressing the sources and development of the composer's style, and including critical and analytical writings by Stravinsky and others. Three class meetings per week.

Requisite: Music 11 or consent of the instructor. Offered in alternate years. Second semester. Professor Solie.

53. Orchestral Music. This course will examine symphonies, programmatic music, and concerti from the Baroque to the twentieth century by such composers as Bach, Vivaldi, Haydn, Mozart, Beethoven, Berlioz, Mendelssohn, Brahms, Tschaikovsky, Debussy, Stravinsky, and Bartok. Two class meetings per week.

Requisite: Music 11 or consent of the instructor. Offered in alternate years. First semester. Omitted 1977–78. Professor Ansbacher.

69. Composition. A course in elementary composition beginning with simple inventions and emphasizing the study of twentieth century techniques. Included in the course will be demonstrations of orchestral instruments. Two meetings per week.

Requisite: Ability to read music. Knowledge of traditional music theory is not required. First semester. Professor Reck.

70. Composition. A continuation of Music 69. Two class meetings per week.

Requisite: Music 69. Second semester. Professor Spratlan.

71. Composition Seminar. Composition according to the needs and experience of the individual student. One class meeting a week and private conferences.

Requisite: Consent of the instructor. First semester. Omitted 1977–78. Professor Spratlan.

72. Composition Seminar. A continuation of Music 71.

Requisite: Music 71 or consent of the instructor. Music 71 and 72 may be elected for more than one year. Second semester. Omitted 1977–78. Professor Spratlan.

77, D77, 78, D78. Conference Course. Advanced work in history, composition or performance for Honors candidates. A thesis, a major composition

or a formal recital will be required. No student shall elect more than one semester as a double course. A double course or a full course.

First and second semesters.

97, H97. Special Topics. Independent Reading Course. Full or half course.
First semester.

98. H98. Special Topics. Independent Reading Course. Full or half course.
Second semester.

Performance. The general guidelines regulating performance instruction under either plan outlined below are as follows:

1. Consult the chairman of the Amherst Music Department who will assist in arranging for teachers and auditions.
2. One hour of private instruction and nine hours of practice a week are expected.
3. Unless otherwise arranged with the Department, all performance courses will be elected as a half course.
4. Two half courses in performance may be counted as the equivalent of one full course for fulfilling degree requirements. Study for less than two consecutive semesters will not be counted toward satisfying degree requirements.
5. A student electing a performance course may carry four and a half courses each semester, or four and a half courses the first and three and a half courses the second semester.
6. Only with special permission of the Department may students elect more than one performance course in a semester.

PLAN I. Under a cooperative arrangement with Smith College, performance courses are offered in keyboard, string and wind instruments and in voice. Instruction will be given by members of the Music Department of Smith College. Course listings, requisites and instructors can be found in the Smith course bulletin. Under Plan I, a separate Five College Interchange Course Application is completed by the student for each semester course in performance, listing his instrument and the appropriate Smith course number. These application blanks are available at both the Registrar's and Music Department's offices.

PLAN II. Amherst College Music H29, H30. Under this plan students consult the chairman of the Amherst Music Department who will assist the students in making arrangements for private instruction with teachers approved by the Department. Registration should be under the course listing: Amherst College—Music H29 or H30; students should insure that they are also listed with the Music Department Office.

Note: An extra fee is charged to cover a portion of the expense for this

special type of instruction. For 1977–78 the fee charged the student for each semester course will be $200.

Those students who are receiving financial aid will be given additional scholarship grants in the full amount of these fees. Other students may apply to the financial aid office for short-term loans if necessary to enable them to pay their fees on schedule, or may apply for a partial Friends of Music Scholarship through the Music Department Office.

Requisite: A proficiency of at least intermediate level on the instrument to be studied. Elective for Freshmen with the consent of both the Amherst Music Department and the instructor. This course may be repeated. First and second semesters.

NEUROSCIENCE

Advisory Committee: Professors Dempesy, George, Sorenson and Waggoner.

A student may receive the B.A. degree from Amherst with an interdepartmental major in Neuroscience. This program is designed for those students who wish either to have the breadth of experience this program provides or to prepare for graduate study. The major is organized around course offerings of the various science departments whose disciplines are fundamental to work in Neuroscience.

Major Program. Each student, in consultation with a member of the Advisory Committee, will construct a program that will include a basic grounding in biology, chemistry, physics, and psychology, as well as advanced work in some or all of these disciplines. The program will begin with the following basic courses:

Physics 13 and 14, or 15 and 18;
Chemistry 11, 12, and 21;
Psychology 26f;
Biology 21, 30, and 35.

To round out the basic program, each student, in consultation with an advisor, will choose at least three additional advanced courses from these four disciplines. At least two of these courses must be specifically related to Neuroscience. A list of approved courses may be obtained from any member of the Advisory Committee.

It is important that a prospective major consult with a member of the Advisory Committee early in his or her academic career in order to plan a sequence of basic courses and to determine which advanced courses to select in each discipline. All Junior and Senior majors will attend the Neuroscience Seminar where topics of current interest are discussed.

Honors Program. Candidates for the degree with Honors should elect Neuroscience 77 and D78 in addition to the above program. An Honors candidate may choose to do Senior Honors work with any faculty member from the various science departments who is willing to direct relevant thesis work.

The comprehensive examination will be administered by members of the Advisory Committee.

77, D78. Neuroscience Honors. The work consists of a seminar dealing with problems of current interest in Neuroscience and the preparation of a thesis based upon an individual investigation under the direction of a faculty member.

Full course first semester. Double course second semester. The Committee.

97, H97, 98, H98. Special Topics. Independent Reading. Full or half course. First and second semesters.

PHILOSOPHY

Professors Epstein and Kennick†, Visiting Professor Kiteley, Associate Professor Kearns (Chairman), Assistant Professor Spelman.

Major Program.[1] Philosophy 13, or its equivalent; Philosophy 17 and 18; at least five other courses within a major program approved by the Philosophy Department before the beginning of the second semester of the student's Junior year; a comprehensive examination. Members are expected to organize and participate in the activities of the Philosophy Club.

Honors Program.[2] Philosophy 13 or its equivalent; Philosophy 17 and 18; at least three other courses in Philosophy or closely related fields (e.g. political theory) approved by the Department; and the Senior Honors sequence, Philosophy 77 and D78, which will be devoted to a special Honors project culminating in a thesis or comparable body of writing. Students will be admitted to Philosophy 77 only upon application to the Department. The Department will interview applicants to determine their qualifications for

[1]For members of the Class of 1978. For succeeding classes, in addition to the courses named above, Philosophy 34 and at least one of Philosophy 32 and Philosophy 35; at least three other courses in Philosophy within a program approved by the Department.

[2]For members of the Class of 1978. For succeeding classes, in addition to the courses named above, Philosophy 34 and at least one of Philosophy 32 and Philosophy 35; at least one other course in Philosophy or closely related fields (e.g., political theory), and the Senior Honors sequence.

†On leave first semester 1977–78.

and the advisability of their taking the Senior Honors sequence. Before the second semester of the Senior year, students admitted to Philosophy 77 will present to the Department, either orally or in writing, evidence of their progress has been satisfactory and shows promise of fulfillment, the student will be admitted to Philosophy D78; otherwise credit will be given for Philosophy 77 (assuming the student received a passing grade in the course), but admission to Philosophy D78 will be denied and pursuit of the Honors program will terminate at this point. The thesis, or comparable body of writing, will be due on May 1.

Comprehensive Examination. Majors will take their comprehensive examination in the third week of the second semester of their Junior year. The examination will consist of questions which are distributed to the student two weeks before the examination. Of the total number of questions, some number determined by the Philosophy Department will be answered by each student. The student may choose to do a wholly oral examination, a wholly written examination, or a partly oral and partly written examination. An oral explication of any part of an examination that is written will be required. When necessary, the above procedures will be altered appropriately in the case of students who declare their Philosophy major late.

11. Introduction to Philosophy. Training in philosophical reasoning. Classical and contemporary authors, chosen to exemplify basic problems of philosophy, will be discussed.

Each section limited to fifty students. First semester. To be taught in two sections by Professors Kearns and Spelman.

11s. Introduction to Philosophy. Same course description as Philosophy 11.

Each section limited to fifty students. Second semester. Professor Epstein.

13. Introduction to Logic. The analysis of and the relations between propositions. The categorical, hypothetical, alternative and disjunctive syllogisms. The elements of sentential and quantificational logic, their formalization and the concepts of consistency, completeness and decidability. Three class hours per week.

First semester. Professor Epstein.

Mathematical Logic. See Mathematics 31.

Requisite: Mathematics 12. First semester. Omitted 1977–78.

17. Ancient and Medieval Philosophy. A survey of European philosophy from 600 B.C. to A.D. 1400, with emphasis on Plato, Aristotle, the Stoics, Epicureans, and Skeptics, Plotinus, Augustine, Anselm, Abelard, and Aquinas. Reading and discussion of selected works of the period. Three class hours per week.

Limited to seventy-five students, preference to Amherst College students. First semester. Professor Kiteley.

18. Early Modern Philosophy. A survey of European philosophy from 1400 to 1800, with emphasis on Bacon, Hobbes, Descartes, Leibniz, Spinoza, Locke, Berkeley, Hume, and Kant. Reading and discussion of selected works of the period. Three class hours per week.

Limited to seventy-five students, preference to Amherst College students. Second semester. Professor Kennick.

19s. Nineteenth and Twentieth Century Philosophy. A survey of European philosophy from 1800 to the present, with emphasis on Hegel, Mill, Schopenhauer, Marx, Kierkegaard, Nietzsche, Husserl, Heidegger or Sartre, Russell, and Wittgenstein. Reading and discussion of selected works of the period. Three class hours per week.

Requisite: Philosophy 18 or consent of the instructor. Elective for Sophomores. Second semester. Professor Kennick.

21. Topics in Philosophy. This course surveys (a) the work of one philosopher, or (b) a period or school of philosophy, or (c) the basic historical writings in a subject not taught in regular courses. This course may be repeated for credit by permission of the Department.

In 1977–78 the topic will be Moral Problems in Medicine and Medical Research: a philosophical investigation of selected problems (e.g., the ideas of health and disease, death and dying, experimentation on human subjects, coercion, consent and paternalism in medicine, the allocation of scarce medical resources, abortion, the right to medical care), including some basic readings in moral philosophy (e.g., Aristotle, Kant, Mill).

Requisite: Consent of the instructor. Elective for Sophomores. Limited to thirty students. First semester. Professor Kearns.

21s. Topics in Philosophy. This course is devoted to the study of one work of social philosophy, or one social philosopher, or one school of social philosophy. This course may be repeated for credit by permission of the Department.

Requisite: Consent of the instructor. (Suggested: one Philosophy course passed with at least a C.) Second semester. Omitted 1977–78. Professor Kearns.

31s. Aesthetics. A critical examination of selected theories of the nature of art, expression, creativity, artistic truth, aesthetic experience, interpretation and criticism. Special emphasis is placed on the thought of modern philosophers and critics. Three class hours per week.

Requisite: Consent of the instructor. (Suggested: two Philosophy courses passed with at least a C.) Elective for Sophomores. Second semester. Omitted 1977–78. Professor Kennick.

32. Metaphysics. A critical examination of selected metaphysical theories in the light of the arguments used to support them. The topics of sample theories include: appearance and reality; sense-data; solipsism; space, time, infinity; universals; the existence of God; the nature of mind.

Requisite: Consent of the instructor. (Suggested: two Philosophy courses passed with at least a C.) Elective for Sophomores. Second semester. Professor Spelman.

34. Ethics. A critical examination of representative types of ethical theories (e.g., the theories of Plato, Aristotle, Hobbes, Hume, Kant, Mill, Nietzsche, Bradley and Dewey) with emphasis on the idea of morality, the nature of moral properties, the moral relevance of human nature, the role of reason and sentiment in morality, some connections between self, society and others, and methods of moral inquiry.

Second semester. Professor Kearns.

35s. Epistemology. A treatment of traditional problems concerning the nature and acquisition of knowledge.

Requisite: Permission of the instructor. (Suggested: two Philosophy courses passed with at least a C.) Elective for Sophomores. Second semester. Professor Spelman.

48. Philosophy of Science. The view of scientific theories "as axiomatic calculi in which theoretical terms and statements are given a partial observational interpretation by means of correspondence rules," and criticisms of, and alternatives to, this view will be developed. The discussion will be brought to bear on such matters as: the distinction between the observational and theoretical levels in science, experimental and theoretical laws, the nature of explanation, reduction of theories, the Descriptivist, Instrumentalist and Realist views of scientific theories.

Elective for Sophomores. Second semester. Professor Epstein.

61. Seminar in Philosophy. Pragmatism: Selections from the works of Peirce, James and Dewey.

First semester. Professor Epstein.

62. Seminar: Persons and Personal Identity. An examination of ideas about what it is to be a person, and views about the extent to which a person can change and yet remain the same person. The philosophical discussion of these issues centering around the works of Descartes, Locke, Hume, Kant, Ryle, Strawson and Shoemaker will be examined in light of some cross-cultural anthropological studies of various peoples' conceptions of person and personal identity.

Requisite: Consent of the instructor. Elective for Juniors. Second semester. Omitted 1977–78. Professor Spelman, in conjunction with Professor Warren (Mount Holyoke). Cross-listed with Anthropology 316s at Mount Holyoke.

77. Conference Course. Required of candidates for Honors in Philosophy. The writing of an original essay on a topic chosen by the student and approved by the Department.

Elective for Seniors. First semester. The Department.

D78. Conference Course. Required of candidates for Honors in Philosophy. A continuation of Philosophy 77. A double course.

Elective for Seniors. Second semester. The Department.

97. Special Topics. Independent Reading Course. Reading in an area selected by the student and approved in advance by a member of the Department.

Requisite: Consent of the instructor. First semester.

98. Special Topics. Independent Reading Course. Same as Philosophy 97.

Requisite: Consent of the instructor. Second semester.

PHYSICAL EDUCATION

Professors Dunbar, McCabe, Ostendarp and Serues; Associate Professors Gooding (Chairman), Mehr and Thurston†; Assistant Professors Barton, Hixon, Williams and Zampach.

The courses in Physical Education are available to all Amherst College students and members of the College community. *All courses are elective and* although there is no academic credit offered, there is *transcript notation* given for successful completion of a course.

Courses are offered on a quarter basis, two courses per semester, and four courses within the academic year. Classes are offered on the same time schedule as all academic courses.

In an attempt to meet the needs and interests of the individual student, the program is offered in two parts:

1. **Physical Education Courses.** In these courses, the basic skills, rules and strategy of the activity are taught and practiced. This program emphasizes individual activities which have a carry-over value for lifelong recreational pursuits.

2. **Recreational Program.** This has been made a new division within the Department and it consists of two parts:

†On leave first semester 1977–78.

(a) **Organized Recreational Classes,** in which team sports are organized, played, taught and supervised by Physical Education Department personnel, and

(b) **Free Recreational Scheduling,** where the Department schedules, maintains and supervises facilities and activities for members of the College community, i.e., recreational golf, skating, squash, swimming and tennis.

A detailed brochure concerning the Department's program is available from the Department of Physical Education. Details concerning the College's Physical Education and athletic programs also appear in the Student Handbook.

PHYSICS

Professors Benson†, Dempesy, Gordon, Romer (Chairman) and Towne; Assistant Professor Peterson.

Introductory Courses in Physics. The Physics Department offers two calculus-based introductory courses in Physics. Physics 13–14 is a two-semester sequence designed for students who have not had a rigorous high school course in Physics or who prefer a less intense examination of the fundamental laws of Physics than will be available in Physics 18. Physics 18, which has Mathematics 11 (or equivalent) as a prerequisite rather than a corequisite, is designed for students with a strong mathematical aptitude and a good background in the natural sciences. Physics 15, a laboratory course, will ordinarily be taken after either Physics 13–14 or Physics 18. However, it is anticipated that some entering Freshmen will be adequately prepared to enroll in the course. Entering Freshmen, as well as other students, are encouraged to consult with the chairman of the Physics Department concerning the Physics courses, or sequence of courses, best suited to their needs.

The Department also offers three courses intended primarily for non-science majors: Physics 9, a course on energy which deals with the world's energy problem and also with those parts of Physics which are essential in understanding the energy concept; Physics 11 and Physics 12, two courses which have been designed to provide an understanding of the revolution in physical concepts that has occurred in this century. No previous experience in Physics is necessary for any of these three courses; the level of mathematics expected of the student is high-school algebra. Any of these

†On leave first semester 1977–78.

three courses may be elected singly, or in any combination. Physics 9 and 11 will usually be offered in alternate years.

Major Program. Any student considering a major in Physics should seek the advice of a member of the Department as early as possible in order to work out a program best suited to the student's interest and ability, whether a career is being considered in Physics, engineering, secondary-school science teaching, one of the inter-science fields such as geophysics, biophysics, or neuroscience, or a field such as law or business. Mathematics 11 should be taken during the first semester of the Freshman year by anyone contemplating an Honors major, and in any event no later than the second semester. Prospective Physics majors should plan to take Physics 26 at the earliest convenient time. It should be noted that, at the discretion of the instructor, stated prerequisites may be waived if warranted by individual circumstances.

The minimum course requirements for a major in Physics are as follows: Mathematics 11, 12, 21; Physics 13, 14, 15, 23, 26, 27, and 36 or 38. Physics 18 may be substituted for Physics 13 and 14. While either Physics 36 or 38 may be used in satisfying the requirement for a Physics major, students planning to make a career in one of the physical sciences are strongly urged to take both courses.

In addition, all Physics majors will be expected to attend the Physics Seminar during their Junior year, and will participate actively in it in the Senior year. Senior majors must pass a comprehensive examination.

Honors Program. The course requirements for a major with Honors are the courses listed above, plus Physics 77 and 78. (For students intending to make a career in Physics, both Physics 36 and 38, 73 or 75 and at least one additional mathematics course are recommended.) At the end of the first semester of the Senior year, the student's progress on the Honors problem will determine the advisability of continuation in the Honors program.

The aim of Honors work in Physics is to provide an opportunity for the student to develop under faculty direction both interest in scientific investigation and skill in experimental or theoretical techniques. The primary fields of experimental research in progress in the Department are low temperature physics, ferroelectricity and ferromagnetism, nuclear magnetic resonance, optics, environmental studies, mass spectrometry, oceanography, chemical physics and electrophysiology. In addition, however, experimental equipment is available for work in some phases of x-rays, electronics, and atomic and nuclear physics. The student is given the opportunity to review the literature in the field chosen, to design, construct, and assemble the experimental equipment, to perform experiments, and finally, to prepare a thesis, which is due in May. During the spring, the student will also present this work in the Physics Seminar, and at the end of the second semester will take an oral examination, which is devoted primarily to the

student's thesis and to questions suggested by performance on the comprehensive examination.

The departmental recommendation for the various degrees of Honors will be based on the student's record, the Honors work, and the comprehensive and oral examinations.

9. Energy. Primarily for non-science majors, this course deals with energy both as a central theme in physics and as a continuing world and national problem. Approaching physics from an unconventional point of view and omitting many of the traditional physics topics, we emphasize both an understanding of the logical structure of physics (especially those topics important to the idea of energy) and a quantitative understanding of the world's energy problem. Beginning with observations of familiar phenomena, we trace the development of the law of conservation of energy (the first law of thermodynamics), the second law of thermodynamics (which sets constraints on possible energy conversions), the fundamentals of electricity and magnetism, light, and atomic and nuclear physics. In parallel with this development, we discuss the application of physical laws to transportation, home heating, etc. We also consider the implications of exponential growth, limits to growth, the amounts of energy used for various purposes, the amounts available from fossil fuels, hydropower, etc., and we discuss the three sources of energy which may provide truly long-range solutions: solar energy, nuclear fusion, and nuclear fission. Study of various special aspects of the energy problem via individual papers. No prior college science or mathematics courses are required. Three class hours per week.

First semester. Professor Romer.

11. The Rise of Twentieth Century Physics. An investigation of Special Relativity, in particular how the failure to detect absolute space forced upon physicists a revision of most of their ideas concerning space and time. Three class hours per week and occasional laboratories.

First semester. Omitted 1977–78.

12. The Rise of Twentieth Century Physics. A brief survey of General Relativity (Equivalence Principle, Mach's Principle), followed by the background and development of Quantum Mechanics (Wave-particle duality, Indeterminism). Three class hours per week and occasional laboratories.

Second semester. Professor Peterson.

Light, Color and Vision. See Colloquium 13.

First semester. Omitted 1977–78.

13. Introductory Physics: Part I. The origins of Newtonian mechanics are examined in a study of the geocentric-heliocentric controversy, the rise of Copernicanism and the work of Galileo and Kepler. The fundamental laws of Newtonian mechanics are applied to a variety of simple motions with

special emphasis being given to Newton's law of universal gravitation and its impact. Throughout the course, conservation of momentum and energy serve as unifying physical principles. Emphasis is placed on the role of mathematics, including the calculus, as a powerful tool in the understanding of natural phenomena. The course includes an introduction to computer programming and to the use of the computer in modern science. Three hours of lecture and discussion and one three-hour laboratory per week. (Note: The subject matter of Physics 13–14 is in many respects similar to that of Physics 18; students with good preparations in physics should consider the possibility of taking the latter course rather than Physics 13–14. Consultation with the Department is advisable.)

Co-requisite: Mathematics 11. First semester. Professor Dempesy.

13s. Introductory Physics: Part I. Same course description as Physics 13. Second semester. Professor Benson.

14. Introductory Physics: Part II. Fundamentals of electricity and magnetism, dc and ac circuits, and the use of electronic instruments. Introduction to the phenomena of radioactivity, detection and measurement of nuclear radiations, and their effects on living organisms. Three hours of lecture and discussion and one three-hour laboratory per week.

Requisite: Physics 13 or 13s. Second semester. Professor Gordon.

14f. Introductory Physics: Part II. Same course description as Physics 14. First semester. Professor Towne.

15. Experimental Physics. A laboratory-oriented course which serves both to introduce a number of useful experimental methods and to develop a sense of the central importance of carefully planned experimentation in the validation of any scientific theory. Students will investigate, initially through a series of pre-determined experiments but finally via experiments which they themselves design and carry out, the relationship between theory and experiment. Emphasis is placed on achieving a quantitative understanding of experimental results and on evaluating the influence of the measuring instrument itself on the phenomenon investigated. Experiments will include investigations in geometrical and physical optics, electrical circuits, electronics and operational amplifiers. In the self-designed experiments, students will be encouraged to carry out investigations in areas of their own interest. The range of possible projects will include experiments in holography, superconductivity, biophysics, electrochemistry, and electro-optic devices. Two or three class hours per week. The laboratory work will be approximately the equivalent of one four-hour period per week, but in order to make possible the careful approach toward experimentation which is emphasized in this course, the laboratory will be open daily.

Requisite: Consent of the instructor. Students who wish to enroll in Physics 15 should have a background in physics. Such a background can be

obtained from Physics 13–14, Physics 18, or from a good secondary school course in physics. First semester. Professors Gordon and Romer.

15s. Experimental Physics. Same course description as Physics 15. Second semester. Professors Dempesy and Romer.

18. Fundamental Laws of Physics. The laws of Newtonian mechanics and Newton's law of universal gravitation; electric and magnetic fields; motion under the influence of gravity and of charged particles in electric and magnetic field. The fundamental conservation laws of classical physics. The role of mathematics in providing a coherent description of the physical world; additional insight is gained through the use of the computer to solve a variety of physical problems. Three hours of lecture and discussion and one three-hour laboratory per week.

Requisite: Mathematics 11 or equivalent and one year of secondary school physics. Second semester. Professor Towne.

23. Modern Physics. Relativistic kinematics and dynamics: Lorentz transformation, conservation laws of momentum and mass-energy, the Lorentz force law. Photons: the photoelectric and Compton effects, pair production. Matter waves: the de Broglie relation, Bragg reflection. Heisenberg's uncertainty principle. Particle detectors and accelerators. Nuclear structure: Alpha, beta and gamma decay, discovery of the neutron and the neutrino, natural radioactivity. Lectures three hours a week. Approximately seven experiments will be performed during the course of the semester.

Requisite: Physics 14 or 14f or 18. First semester. Professors Gordon and Peterson.

26. Mechanics. Newtonian mechanics of particles and systems of particles, including rigid bodies. Elementary vector analysis and potential theory, central forces, the two-body problem, collisions, moving reference frames, and—time permitting—an introduction to Lagrangian methods are discussed. Special emphasis is placed on oscillatory phenomena. Four class hours per week.

Requisite: Physics 14 or 14f or 18, Mathematics 21 or 21s. Second semester. Professor Towne.

27. Wave Phenomena. General characteristics of wave motion approached through the wave equation and the solution to boundary value problems. Energy relationships, diffraction, interference, reflection, refraction and polarization. Normal modes and eigenfunction expansions. Each phenomenon will be discussed in the context of either optics or acoustics depending upon the relative importance of its application in the two fields. Four class hours per week and occasional laboratories.

Requisite: Physics 14 or 14f or 18, Mathematics 21 or 21s, Physics 26, or consent of the instructor. First semester. Professor Peterson.

36. Quantum Mechanics. Wave-particle duality and Heisenberg uncertainty principle. Basic postulates of Quantum Mechanics, Schroedinger equation and wave functions, solutions of the Schroedinger equation for one-dimensional systems, and for the hydrogen atom. Three or four class hours per week and occasional laboratories.

Requisite: Physics 23, 26, 27 or consent of the instructor. Second semester. Professors Dempesy and Peterson.

38. Electromagnetic Theory. A development of Maxwell's electromagnetic field equations and some of their consequences. Electrostatics, steady currents and static magnetic fields; macroscopic theory of dielectric and magnetic materials; time-dependent electric and magnetic fields and the complete Maxwell theory; energy in the electromagnetic field, Poynting's theorem, electromagnetic waves, and radiation from time-dependent charge and current distributions. Four class hours per week.

Requisite: Physics 23, 26, and 27, or consent of the instructor. Second semester. Professor Romer.

73. Analytical Dynamics. Lagrangian and Hamiltonian formulations of classical mechanics. Canonical transformations, Hamilton-Jacobi Theory, the WKB approximation, the algebra of Poisson brackets. Four class hours per week. Offered in alternate years.

Requisite: Consent of the instructor. First semester. Omitted 1977–78.

75. Thermodynamics and Statistical Mechanics. First, second and third laws of thermodynamics with applications to various physical systems. Phase transitions. Applications to low temperature physics, including super-conductors and liquid helium. Introductory kinetic theory and statistical mechanics. Applications of Fermi-Dirac and Bose-Einstein statistics. Four class hours per week. Offered in alternate years.

Requisite: Consent of the instructor. First semester. Professor Towne.

77. Honors Course. Individual, independent work on some problem, usually in experimental physics. Reading, consultation and seminars, and laboratory work.

Designed for Honors candidates, but open to other advanced students with the consent of the Department. First semester. The Department.

78, D78. Honors Course. Same course description as Physics 77. A single or double course.

Requisite: Physics 77. Second semester. The Department.

97, H97, 98, H98. Special Topics. Independent Reading Course. Full or half course.

First and second semesters.

POLITICAL SCIENCE

Professors Arkes and Kateb; Associate Professors Strong and W. Taubman (Chairman); Assistant Professors Hartford‡, Machala, Sarat* and Tiersky.

Major Program. A major in Political Science consists of nine courses in Political Science. Political Science 11 or 11s is a prerequisite for all majors.

There are four major study areas within the Department as follows: American government, comparative politics, international relations, and political theory. The basic courses in each of these divisions are, respectively, Political Science 21s; Political Science 24 or Political Science 25; Political Science 26; and Political Science 28.

All majors in Political Science may be required to pass a comprehensive examination in Political Science. This examination will cover the discipline as a whole and will be written or oral or both written and oral as the Department may prescribe.

The Department recommends, but does not require, that *rite* students in the first or second term of their Senior year take a special topics course in the Department, so that they may do a long research paper.

Honors Program. The Honors program is designed to provide qualified students in Political Science with full opportunity for independent research and writing. Candidates for Honors in Political Science will take Political Science D77 and 78. A cumulative average of 9 is required for admission to the Honors program.

11. Introduction to Political Science. The course will consider the nature and purposes of politics, relationships between those who govern and those who are governed, and the problems of defining and evaluating regimes which claim to be democratic.

First semester. Professors Hartford, Machala, Sarat, Strong, Taubman and Tiersky.

11s. Introduction to Political Science. Same description as Political Science 11.

Second semester. Omitted 1977–78.

21s. American Government. An introduction to government and politics in the United States. The premises and tensions of republican government; the President, Congress, and the courts; civil rights and civil liberties; the search for a moral community against the "extended" federal republic and

*On leave 1977–78.
‡On leave second semester 1977–78.

the protection of liberty and property; the claims of equality against the claims of privacy and federalism.

Second semester. Professor Arkes.

22f. Law, Politics and Society. An examination of the relationship of the American legal system and certain critical social and political processes. The course will focus on law as a mechanism of social choice and investigate the way in which the operation of the legal system contributes to or erodes social and political inequalities. Attention will be given to the way in which legal decision-makers behave, the value premises underlying American legal culture, and to specific legal roles and institutions including trial courts, lawyers and law enforcement agencies. The course will be designed to help students develop a perspective which will be useful in analyzing the potential and limitations of law as an instrument of social and political change.

First semester. Omitted 1977–78. Professor Sarat.

23. Political Obligations. The course will consider the grounds on which one can claim to be free from obligations that run counter to one's own opinion or the sense of one's own good—or, on the other hand, the grounds on which one may be obligated to accept restraints on one's personal life or support policies with which one deeply disagrees. The arguments will be tested against the problems of war, abortion, privacy, censorship, suicide, and the obligation to rescue; and the task in all cases will be to force a confrontation between the standards one would use in judging individuals (including oneself) and the standards one would insist upon in judging the morality of public policy.

First semester. Professor Arkes.

24. Politics in Third World Nations. An examination of the role of politics in the process of attempted economic development in the nations of the Third World, with special emphasis on comparison of the different approaches to political development taken by socialist and non-socialist nations. Attention is given to such factors as the legacy of colonialism, the fragmenting and integrating influences of traditionalism and nationalism, the strengths and weaknesses of the single party system, the importance of elites and ideologies, the role of the military and the bureaucracy, the problems of managing economic development, and the sources of "stability" and revolution.

Second semester. Omitted 1977–78. Professor Hartford.

25. Comparative European Politics. An introduction to the government and politics of France, Britain, Germany and the Soviet Union. The focus of the course is the historical emergence of central conflicts and political forces in the transition from traditional to modern societies, leading to the following two questions: What have been the determinants of gradual and revo-

lutionary change in the transformation of Europe? What are the dominant configurations of political problems and forces in Europe today?

First semester. Professor Tiersky.

26. World Politics. International conflict and cooperation in historical and contemporary perspective. The struggle for power, the search for order and the limits of each. Special attention will be given to the making of American foreign policy, and to the role of the United States in contemporary world affairs.

Second semester. Professor Taubman.

27s. Communism and Soviet Politics. The course will center around an examination of contemporary Soviet political system. Seeking the roots and tracing the evolution of Soviet politics, the course will consider such topics as Marxist and Leninist theory and practice; the tsarist regime and prerevolutionary Russian political culture; the Revolution and the industrialization debate (involving Trotsky and Bukharin) of the 1920s; Stalin—the man and the system; the structure and functioning of the post-Stalinist political-economy; the dissident movement (Solzhenitsyn, Sakharov, Medvedev and others), the phenomenon of mass support for the regime, and the prospects for change. For comparative purposes, reference will be made to other polities, particularly to American and East European political systems.

Second semester. Professor Taubman.

28. Political Theory from Hobbes to the Present. A study of selected writers from this period emphasizing the relations between conceptions of human nature, political leadership and community. The writers will be considered both as systematic thinkers and as analysts of their own times. Those to be considered include Hobbes, Calvin, Shakespeare, Locke, Puritan thinkers (Winthrop, Mather), Hume, Diderot, Rousseau, Hegel, Kant, Marx, and Nietzsche.

Second semester. Professor Strong.

31. Politics and Parties. An analysis of the place of the political party in the modern political system. Primary emphasis is given to party as a factor in defining the character of the political regime: party as a reflector and modifier of legal institutions; the effect of party on voting and legislative behavior; the relations among parties, bureaucracy, and outside groups; the economic and social consequences of party structure. The principal focus will be on American politics, but comparative materials will also be drawn from European and non-Western countries.

First semester. Professor Arkes. Elective for Sophomores.

33s. Public Opinion. The course will focus on the concept of citizenship and its place in democratic politics. The obligations and responsibilities of citizenship will be examined as they relate to the formation and articulation

of public attitudes toward politics. The course will consider how people think about politics and what motivates people to think about politics at all. The formation and organization of individual attitudes will be considered in relation to problems of attitude change. Attention will be given to such topics as the role of the family and the school in shaping political attitudes, the function of political attitudes in democratic and non-democratic regimes and the ways in which political attitudes are expressed in political action.

Second semester. Omitted 1977–78. Professor Sarat.

36. The Theory and Practice of Socialism. An introductory course in which the theory of socialism is compared with its history. The analysis begins with a brief discussion of socialist ideas before the Russian Revolution, and then juxtaposes theory and practice among some representative cases: the Soviet Union, Yugoslavia, China, and the "Eurocommunist" and "Eurosocialist" tendencies in Western Europe today.

Second semester. Professor Tiersky.

37. International Political Economy: "North-South" Relations. This course will explore political aspects of international economic relations between rich and poor countries, with particular concern for their effects on the distribution of benefits, conflicts among states, and the nature of world politics. Topics to be discussed include problems associated with interdependence, inequality, new-colonialism, foreign aid, foreign investment, and "resource diplomacy" with emphasis on the experience of OPEC. Prior courses in world politics and economics will be helpful but are not required.

First semester. Professor Machala.

38. Approaches to International Law and Justice. The purpose of this course is to examine certain approaches to justice as a measure for criticizing and reconstructing international law in the conditions of the contemporary world. It will first consider the notion of law and justice in general. Then, it will deal with doctrines of national sovereignty and self-determination, "just war," national interests and moral obligations. Finally, it will examine some problems of international economic justice as they now confront both the developed and the less developed countries, with emphasis on determining which rules and regulations for managing the international economy could be considered as legitimate by most members of the international community.

Second semester. Professor Machala.

41. The American Constitution. The philosophy and principles of the American Constitution under two broad categories—the powers of the government and the rights of the people. The principal materials of the course are cases in constitutional law decided by the Supreme Court of the United

States. The purpose of the course is to provide an opportunity for each student to appraise for himself the moral and policy considerations at stake in Supreme Court adjudications. Topics will include the doctrines of judicial review and the separation of powers; the powers of Congress to legislate and to conduct investigations; the powers of the President in domestic and international affairs; franchise and reapportionment questions; the origins and development of the concept of due process; the extension of the Bill of Rights to the states; freedom of speech, press, and assembly; freedom of religion; and equal protection. Three class meetings per week.

First semester. Omitted 1977–78.

42. Judicial Process and Policy Making. An examination of the operation of the judicial system in the United States. Special attention will be paid to the role of the courts in relation to questions of political freedom and majority rule. We will discuss problems of free expression, criminal rights and personal privacy as they have been treated by American courts. The principles upon which judicial decisions in these areas rest as well as the problems of reaching genuinely principled decisions will be considered. The question of whether courts can be relied upon to protect fundamental democratic values and whether their decision making procedures provide them with special competence in articulating those values will provide a central focus for the course.

Second semester. Omitted 1977–78. Professor Sarat.

43s. Bureaucracy and the Political Order. How the central question of politics—the question of "What is the best political regime?"—has been complicated in the modern period by the presence of bureaucracy. The course will consider the character and implications of bureaucracy as an instrument of power: the principles that define the essential character of bureaucracy; the complications that arise for political leaders as they seek to enforce their policies through a bureaucracy; and the way in which the administrative structure reflects—or in turn comes to alter—the character of the culture and the political regime. The course will proceed through case studies drawn from the American presidency, along with historical studies taken from other countries (e.g., Marx, "The Eighteenth Brumaire" and "The Civil War in France"; Tocqueville, *The Old Regime and the Revolution;* Hannah Arendt, *Eichmann in Jerusalem*). The case studies will provide the materials for a continuing argument or analysis, and the main object, carried throughout the course, is to show how the enduring questions of political theory continue to manifest themselves in the practical conditions of administration.

Second semester. Professor Arkes.

45. Chinese Politics. An overview of the interplay of politics and social institutions in China from 1840 to the present, with emphasis on the Peo-

ple's Republic of China. The course will pursue two major themes: the origins and growth of revolution in China, and the ongoing conflict between mobilizing and bureaucratic strategies for development which culminated in the Cultural Revolution. Post-Cultural Revolution developments which continue to reflect on the second theme will be examined.

First semester. Omitted 1977–78. Professor Hartford.

47s. **Political Freedom Under the Constitution.** The philosophy and law of the First Amendment and other provisions of the Constitution relating to the powers of the people, and their importance in effecting social change. Topics will include the principles of free expression and association; advocacy of social change and membership in subversive organizations; loyalty oaths and other security measures; the weight to be given the values of law and order in sit-ins, symbolic speech, mass protests and demonstrations; legislative investigations of political beliefs; racial discrimination and equal protection; the franchise, apportionment, and poll taxes; the freedom of the press and the "right of the pople to know"; criticism of public officials; official secrecy and official surveillance; and emerging rights of privacy, travel, and dissent. The reading will include Supreme Court cases, and historical materials on the Alien and Sedition Acts, civil liberties during the Civil War and the two world wars, Red scares after the two world wars, McCarthyism, the Cold War, and the Supreme Court. Three class meetings per week.

Second semester. Omitted 1977–78.

48. **American Political Thought.** A study of some of the major political ideas which have been formulated in response to American conditions from colonial times to the present. Connections with European thought will also be discussed.

Second semester. Omitted 1977–78. Professor Kateb.

49. **Political Theory from Plato to Machiavelli.** A study of selected writers from this period, emphasizing the development of political life as a specifically human achievement, the problems of the relation of the private world to the public world, the source and nature of authority and community. The writers will be considered both as systematic thinkers and as analysts of their own times. Readings will be drawn from early Greek and Near Eastern texts, the Greek dramatists, Plato, Aristotle, Augustine, Dante, selected sources in the Middle Ages, the conciliarists, the early Renaissance and Machiavelli.

First semester. Professor Strong.

52. **Politics in Post-Industrial Society.** Theories of politics in advanced industrial societies and forecasts of politics in the future. A study of the types of political structures associated with advanced industrialism with the following question in mind: Is the nature of political life in highly industrial-

ized societies determined more by what is common, e.g., bureaucracy, industrialism and post-industrialism, or by what is different, e.g., the contrasts between Soviet-style and Western regimes? The discussion centers around the relations between industrialism/post-industrialism and capitalism/socialism.

Elective for Sophomores. Limited to twenty-five students. Second semester. Professor Tiersky.

54. Problems of Political Change. The topic for 1978–79 will be "Ideologies." The course will explore three ways in which ideology affects political action: as an underlying structure of thought, as "false consciousness," or as a body of thought defining ideals and goals. In conjunction with the theoretical treatment of these aspects of ideology, the course will examine concrete examples of ideologies (liberal, conservative, and revolutionary), attempts to apply ideologies and the problems inherent in such attempts, and the revision of ideologies as the result of practice. Particular attention will be paid to the revision and application of Marxist thought in the Soviet Union and China, of liberal thought in the United States, and of attempts at communal formulations in African nations.

Admission with the consent of the instructor. Omitted 1977–78. Professor Hartford.

56. Problems in International Political Economy. The topic will be: The Creation of Regional Political-Economic Communities in Capitalist and Socialist Europe. The course will compare supranational integration efforts in Western and Eastern Europe during the post-war period with special emphasis on their purpose, direction and distribution of benefits. The first part of the course examines the various contending theories and concepts of political, military and economic integration. The second part explores specific historical phases of Western and Eastern European integration since 1945, focusing on practical issues confronted in each phase at the national, regional and global levels. These issues will be explored both in terms of their significance for the unity or disunity of Western and Eastern Europe, and in terms of their external consequences. Prior courses in world politics and economics, and in European and Soviet history and politics will be helpful but are not required.

Second semester. Professor Machala.

57. Problems of International Politics. The topic for 1977 will be: "The Cold War." Overarching issues will be the place of images of the Soviet Union in American Cold War strategy, and the validity of those images and that strategy when measured against the reality of Soviet foreign policy. Although both American and Soviet behavior will be treated, the emphasis in 1977 will be on Soviet foreign policy—its evolution since 1917 and its future prospects; its ends and means; its internal and external determi-

nants; its stands in various "issue-areas" (such as strategic nuclear weaponry, trade, and human rights); and its strategy for an era of detente. There will be a core of common readings plus oral student reports to be developed into major research papers. Prior courses in international relations, in American foreign relations and in Russian history and politics will be very helpful but are not required.

Admission with the consent of the instructor. First semester. Professor Taubman.

59s. Contemporary Political Thought. A study of some of the major writers who have tried to come to terms with the political features of modernity. Among those read are the radical romantics; the existentialists; the inheritors of Marx and Freud; and the positivists and their enemies. Attention will be paid to developments in other disciplines which are relevant to political thought (philosophy, anthropology, and psychology).

Admission with consent of the instructor. Second semester. Professor Strong.

75. Criminal Justice. The relationship of the system of criminal justice and the structure of American legal values will be discussed. Particular emphasis will be given to the place of legal "fictions" in the operation and the administration of the criminal law and to the problem of identifying and explaining disparities between the theory and practice of American criminal justice. Additionally, attention will be given to such topics as the relationship of police discretion and the "rule of law," plea bargaining and the presumption of innocence, adversariness and the efficiency of the criminal justice system and, finally, the threat of sanctions and alternative mechanisms of social control.

First semester. Omitted 1977–78. Professor Sarat.

Kenan Colloquium. See same.

D77, 78. Honors Course. Double course, full course: totaling three full courses.

Elective for Seniors who have satisfied the necessary requirements. First and second semesters. The Department.

97. Special Topics.
First semester.

98. Special Topics.
Second semester.

PSYCHOLOGY

Professors Coplin and Olver (Chairman); Visiting Distinguished Professor Cottle; Associate Professor Grose; Assistant Professors Aries, Sorenson and Weigel.

Major Program. Students majoring in Psychology are required to elect eight full courses in Psychology. On occasion, in consultation with the Department, a student may include one or two courses in closely allied fields in a major program.

These eight courses must satisfy the distribution requirements for the major, which include Psychology 11 and Psychology 22 (or their equivalents at neighboring institutions) as well as one course in each of the two dominant traditions (human and animal) in psychological inquiry. A list of specific courses which satisfy these latter requirements is available from the Department.

Honors Program. Honors work consists of conducting a research project and taking an oral examination based upon a written thesis. Honor students elect Psychology 77 and 78 (or D78) during the Senior year and must have completed Psychology 22 before the end of their Junior year.

11. Introduction to Psychology. An introduction to the nature of psychological inquiry considering behavior and experience from psychobiological, behavioristic, cognitive, psychodynamic, humanistic, and social perspectives. The class will meet as a whole for lectures and in sections for seminar discussions.

First semester. The Department.

11s. Introduction to Psychology. Same course description as Psychology 11.

Second semester. Omitted 1977–78. The Department.

20. Social Psychology. The individual's behavior as it is influenced by other people and by the social environment. The major aim of the course is to provide an overview of the wide-ranging concerns characterizing social psychology from both a substantive and a methodological perspective. Within this context, emphasis will be on understanding how the social milieu affects behavior by attending to such issues as person perception and perceptual bias, conformity and compliance, aggression and conflict resolution, interpersonal attraction, group dynamics, attitude measurements, attitude change, and intergroup relations.

Requisite: Psychology 11 and consent of the instructor. Elective for Sophomores. Second semester. Omitted 1977–78. Professor Weigel.

21. Personality. A consideration of the theory and research directed at understanding those characteristics of the person related to individually distinctive ways of experiencing and behaving. Prominent theoretical perspectives will be examined in an effort to integrate this diverse literature and to determine the directions in which this field of inquiry is moving.

Requisite: Psychology 11 and consent of the instructor. Elective for Sophomores. First semester. Professor Weigel.

22. The Psychology Experiment. I: Methodology. An introduction to and critical consideration of experimental methodology in psychology. Topics will include the formation of testable hypotheses, the selection and implementation of appropriate procedures, the statistical description and analysis of experimental data, and the interpretation of results. Articles from the experimental journals and popular literature will illustrate and interrelate these topics and provide a survey of experimental techniques and content areas.

Requisite: Psychology 11 or consent of the instructor. Second semester. Professor Aries.

23s. The Psychology Experiment. II: Practicum. Students will select and complete an original project. Advanced topics in research design and quantitative methods will be considered as appropriate to the individual projects.

Requisites: Psychology 11 and 22. Elective for Sophomores. Second semester. The Department.

26f. Physiological Psychology. A broad-based introduction to the neural bases of animal and human behavior. Included are topics such as sensory and motor processes, motivation and emotion, and learning and memory. Lectures supplemented by discussion sections and laboratory experience.

Recommended requisites: Psychology 11 and 22. Elective for Sophomores. First semester. Professor Sorenson.

27. Developmental Psychology. A study of human development with emphasis upon the general characteristics of various stages of development from birth to adolescence and upon determinants of the developmental process.

Requisite: Psychology 11. First semester. Professor Olver.

28f. Abnormal Psychology. A study of the etiology and psychodynamics of psychological deviance with a focus on the psychological diagnosis and psychotherapy of the behavior disorders.

Requisite: Psychology 11. Elective for Sophomores. First semester. Professor Coplin.

29s. Human Sexuality. A review of biological, psychological, and cultural factors affecting sexual development and expression in humans. Among

topics covered are gender and sex role differentiation, psychosexual development, physiology of sexual response, pregnancy and childbirth, conception control, sexual dysfunctions, and alternative sexual lifestyles.

Second semester. Professor Coplin.

32f. Psychology of Adolescence. This course will focus on the issues of personal and social changes and continuities which accompany and follow physiological puberty. Topics to be covered include physical development, autonomy, identity, intimacy, and relationship to the community. The course will present cross cultural perspectives on adolescence, as well as its variations in American society. Both theoretical and empirical literature will be examined.

Requisite: Psychology 11. First semester. Professor Aries.

33s. Psychological Tests and Measurements. An examination of the basic principles of psychological tests and measurements, the assumptions they make, and the interpretation of their results. Attention will be given to such topics as the utility and hazards of testing, the controversies about intelligance testing, tests for college entrance and personnel selection, norm versus criterion-referenced measures, cultural and other biases in tests, the roles of formative versus summative evaluation, the bases of scaling, and the relation of statistical procedures to test results. There will be some opportunity for the student to become familiar with the administration of standardized tests as well as with the construction of new measures of behavior.

Requisite: Psychology 11. Second semester. Omitted 1977–78. Professor Grose.

34. Educational Psychology. A psychological analysis of the educational process. The course is designed both for prospective teachers and for those who have a general interest in the field of education.

Requisite: Psychology 11. Elective for Sophomores. Limited to fifteen students with consent of the instructor. Second semester. Professor Grose.

36. Psycholinguistics. Selected topics in the psychology of language focusing on the psychological processes involved in speaking and understanding language and the consequences of such processes for perception, thought, and behavior.

Requisite: Psychology 11 and consent of the instructor. Limited enrollment. Second semester. Professor Olver.

38. Psychopharmacology. An introduction to the pharmacological analysis of behavior. Major emphasis will be placed on the actions of drugs on the central nervous system and consequently on behavior, and the use of drugs in animal experimentation as a powerful analytical tool.

Requisite: Psychology 26f and consent of the instructor. Elective for Sophomores. Limited enrollment. Second semester. Professor Sorenson.

40. Sex Role Socialization. An examination of the socialization processes throughout life that produce and maintain sex-typed behaviors. The focus is not on sexual behavior but rather on the development of the psychological characteristics of males and females and the implications of that development for participation in social roles. Consideration of the biological and cultural determinants of masculine and feminine behaviors will form the basis for an exploration of alternative developmental possibilities. Careful attention will be given to the adequacy of the assumptions underlying psychological constructs and research in the study of sex differences.

Requisite: Psychology 11 plus at least one course in developmental or adolescent psychology and consent of the instructor. Elective for Sophomores. Second semester. Professor Olver.

42. Psychology Seminar. Members of the Department will occasionally offer seminars designed to give the student an opportunity to study a selected topic in depth.

3. *GROUP PROCESS AND BEHAVIOR CHANGE.* A number of theories of group functioning will be examined, including the works of Freud, Moreno, Bion, Rogers, Berne, and Perls. Special emphasis will be placed on attempts to use group functioning to induce behavior change as in the group therapies, sensitivity training, encounter, and marathon groups. Requisite: Psychology 11 and consent of the instructor. Second semester. Professor Coplin.

4. *CONTEMPORARY ISSUES IN SOCIAL PSYCHOLOGY.* A detailed consideration of some contemporary areas of research and interest in social psychology. This is a project oriented course. Although we will discuss substantive issues of contemporary interest, our objective will be to design and carry out a field research project that will familiarize the student with the logic, method, and data analysis skills employed in social psychology. Requisite: Psychology 11 and consent of the instructor. Second semester. Professor Weigel.

46. The Causes and Control of Violence. The primary thrust of this course will be to explore the etiology of aggressive behavior and its potential control. An attempt will be made to assess the contributions made to our understanding of the causes of violence by each of a variety of perspectives considered within the basic nativistic-environmentalist scheme. Specifically, this will involve a consideration of the interaction of individual variables (genetic predispositions, specific brain mechanisms, and humoral and hormonal influences) and social variables (the cultural milieu, the interpersonal context, and the mass media). The implications of these variables for the prevention and control of violence will be examined in reference to such issues as the propriety of punishment, therapeutic intervention, genetic counseling, psychosurgery, as well as the possibilities

for other forms of social change relevant to the problem. The student will be expected to prepare a scholarly paper considering the modes of prevention and control in the context of a critical evaluation of the evidence implicating the various causal factors.

Requisite: Written consent of either instructor. Elective for Sophomores. Limited to thirty students. Second semester. Professors Sorenson and Weigel.

48. Interpersonal Behavior in Small Groups. The course will provide an introduction to the interpersonal processes occurring in small group interaction. The aim of the course is to improve the student's ability to observe, analyze, and understand behavior in groups. Students will form a group for discussion and self study. Issues of authority, leadership, role differentiation, and group development will be examined. Readings will be drawn from psychoanalytic theory, social psychology, and related fields.

Requisite: Psychology 11. Limited to fifteen students. Second semester. Omitted 1977–78. Professor Aries.

53. The Life Study. The purpose of this seminar is to gain experience in doing naturalistic and participant observational research, and to explore the role of this type of work in the development of a humanistic social science. The emphasis in the seminar will be on examining the nature and dynamics of researching and writing biography and autobiography, the role of conversation and personal reflection in social scientific inquiries, and on examining the influence that one's own presence and subjectivity have on one's observations and ultimately one's writings. Source material will be drawn from fiction, clinical work, journalism, philosophy as well as the behavioral sciences. Among those authors to be considered are Agee, Bellow, Faulkner, Mailer, Lewis, Coles, Olsen, Earle, Schutz, Bowen, Gitlin, and O'Neill. Students will be expected to undertake their own research and to gain practice in writing life studies.

Requisite: Psychology 11 plus coursework in at least one of the following areas: social psychology, personality, developmental, adolescence, abnormal. Elective for Sophomores, Juniors, and Seniors, with consent of the instructor. Limited enrollment. First semester. Visiting Distinguished Professor Cottle.

77, 78 or D78. Senior Honors Course. Elective for Senior majors in Psychology who have received departmental approval. First and second semesters.

97, H97; 98, H98. Independent Study or Research. This course is open to qualified students who desire to engage in independent reading on selected topics or conduct research projects. Preference will be given to those students who have done good work in one or more departmental courses beyond the introductory level. A full course or a half course.

Elective for Juniors with consent of the instructor. First and second semesters.

Colloquium in Animal Behavior. See Colloquium 22.

Limited to fifteen students. Second semester. Omitted 1977–78. Professors Brower and Sorenson.

Colloquium in Sex and Politics. See Colloquium 23s.

Requisite: Introductory level courses in political science and psychology. Admission by consent of the instructors. Elective for Juniors. Limited enrollment. Second semester. Omitted 1977–78. Professors Bourque (Smith), Grossholtz (Mount Holyoke), and Olver (Amherst).

RELIGION

Professor Pemberton‡; Assistant Professors Thurman and Wills (Chairman); Visiting Professor Wijnhoven; and Visiting Associate Professor Donfried.

The study of Religion is a diversified and multi-faceted discipline which involves the study of both specific religious traditions and the general nature of religion as a phenomenon of human life. It includes cultures of both the East and West, ancient as well as modern, in an inquiry that involves a variety of textual, historical, phenomenological, social scientific, theological and philosophical methodologies.

Major Program: Majors in Religion will be expected to achieve a degree of mastery in three areas of the field as a whole. First, they will be expected to gain a close knowledge of a particular religious tradition, including both its ancient and modern forms, in its Scriptural, ritual, reflective and institutional dimension. Ordinarily this will be achieved through a concentration of courses within the major as well as, often in the case of Honors majors, the Senior thesis. A student might also choose to develop a program of language study in relation to this part of the program, though this would not ordinarily be required for or count toward the major. Second, all majors will be expected to gain a more general knowledge of some other religious tradition quite different from that on which they are concentrating. This will usually require students concentrating on a Western religion to achieve a secondary mastery of an aspect of Eastern religion and vice versa. Ordinarily, this requirement will be met by one or two courses. Third, all majors will be expected to gain a general knowledge of the theoretical and

‡On leave second semester 1977–78.

methodological resources pertinent to the study of religion in all its forms. It is further expected of Honors majors that their theses will demonstrate an awareness of the theoretical and methodological issues ingredient in the topic being studied.

Majors in Religion are required to take Religion 11, Introduction to the Study of Religion, Religion 53, Comparative Studies in Religion, as well as six additional semester courses in Religion or in related studies approved by the Department. In meeting this requirement, majors and prospective majors should note that no course in Religion (including Five College courses) or in a related field will be counted toward the major in Religion if it is not approved by the student's departmental advisor as part of a general course of study designed to cover the three areas described above. In other words, a random selection of eight courses in Religion will not necessarily satisfy the course requirement for the major in Religion.

All majors, including "double majors," are required, early in the second semester of the Senior year to take a comprehensive examination in Religion. This examination will be designed to allow the student to deal with each of the three aspects of his or her program as described above, though not in the form of a summary report of what has been learned in each area. The emphasis will be on students' ability to use what they have learned in order to think critically about general issues in the field.

Honors Program. Honors in Religion shall consist of Religion 11, 53, and the thesis courses, Religion 77 and D78, plus four additional semester courses in Religion or related studies approved by the Department; satisfactory fulfillment of the general Honors requirements of the College; satisfactory performance in the comprehensive examination; and the satisfactory preparation and oral defense of a scholarly essay on a topic approved by the Department.

11. Introduction to the Study of Religion. The course attempts to gain insight into the phenomenon of religious experience through an analysis of the structure and dynamics of religious activity. The study will begin by examining a variety of interpretations of religious experience drawn from anthropological, sociological, psychoanalytic, theological, and other modes of inquiry, and then evaluate the insights gained from these interpretations in terms of accounts of religious experience in contemplative, scriptural, and theological literature and the expressions of religious life in rituals and institutions of two contemporary religions of Eastern and Western cultures.

First semester. Professors Pemberton, Thurman and Wills.

12. Religious Traditions in Asia. Introduction to the major religious traditions of ancient India and China with attention to their interrelationships with the popular religious 'subcultures' of the areas. Readings will proceed in the Vedas, Upanisads, Gita, Hinayana and Mahayana Sutras, Bhagavata-

purana, and Saivite religious literature, and then on to Luenn Yu, Tao Teh Ching, Mencius, Chuang Tzu, Wei Mo Ching, Tientai, Hua Yan, and Chan scriptures. Tibetan and Japanese traditions will be considered in relationship to their respective "Mother Cultures."

Second semester. Omitted 1977–78. Professor Thurman.

16. The Christian Religious Tradition. An examination of the development of Christian thought in Western culture from St. Augustine to Pascal. Special attention will be given to understanding the relationship of religious vision and self-understanding to a particular historical moment and also to the problem of the religious life and social change. Readings will include St. Augustine's *Confessions,* selections from St. Thomas Aquinas' *Summa Theologica,* the poetry of Christian mystics and the rules of the monastics, Dante's *Divine Comedy,* selections from Catholic and Protestant reformers, and Pascal's *Pensées.*

Second semester. Omitted 1977–78. Professor Pemberton.

21. Hebrew Scriptures. A literary and historical study of the Bible in the context of Ancient Near East civilization and the subsequent impact of biblical thinking. The course will focus on institutional structures, ethical sensibilities, legal frameworks, and theological perceptions in the biblical narrative.

First semester. Omitted. 1977–78.

22. Christian Scriptures. Foundations of the Christian tradition in the history, literature, and thought of the "New Testament." Emphasis is placed both on the biblical materials themselves and on the varying perspectives of contemporary biblical interpretation.

Second semester. Professor Donfried.

23. The Indo-Tibetan Buddhist Tradition. A study of the Mahayana religious and philosophical tradition as transmitted from India to Tibet and as preserved and developed in the "Land of Snows" during the millennium since its loss in India. Attention will be given to the achievements of the "Six Ornaments" of India, Nagarjuna, Aryasanga, Vasubandhu, Dignaga, etc., the history and atmosphere of the transmission from the great Indian Universities to the Tibetan kingdom, the accomplishments of the Tibetan translators and scholars, such as Bu Ston, Sa sKya Pandita, kLon Chen pa, Tson Khapa, 'Jam dbYans bZed pa, etc., as well as to the Tibetan cultural ethos of nomadism and shamanism that contributed to the popular traditions and religious expressions. Readings will proceed in the works of Stcherbatski, Obermiller, Snellgrove, Evans-Wentz, Govinda, Tucci, and Guenther, with the help of a number of recent dissertations and unpublished translation-manuscripts.

First semester. Professor Thurman.

30. The Poetry of Enlightenment. The course will examine those genres of spiritual poetry that are most closely connected with the experiences of enlightenment, either as methods of cultivation and communication or as spontaneous outpouring and celebration. Having sketched the background in Western and Eastern esotericism, we will explore conceptual frameworks for a "poetics of enlightenment" in Indian Tantric literature. We will then read the songs (*dohas*) of the Mahasiddhas, the cases (*koan*) of the Ch'an masters in the *Blue Cliff Record*, the *Hundred Thousand Songs of Milarepa*, Tsong Khapa's *Praise for Relativity*, Rolwaydorje's *"Mother-Identification,"* concluding with the Japanese refinement known as *haiku*.

Second semester. Professor Thurman.

32f. Mysticism and the Moral Life. Examination of autobiographical, theoretical, and devotional documents pertaining to inner piety and the search for God as a response to life in the twentieth century. The course focuses on the lives and works of the trappist monk Thomas Merton and the Jewish religious philosopher Abraham J. Heschel, two contemporaries who were poets, mystics, and social activists. Of special interest is the interaction of esthetic, ethical and spiritual sensitivity. We will compare these Jewish and Christian responses in order to specify the symbolic character of religious discourse and particular interpretations of religious experience. Writings by Howard Thurman will provide a background.

Elective for Sophomores. Limited to twenty-five students. First semester. Professor Kaplan.

34. Religion in America. An examination of the major forms of religious identity in American life (white Protestantism, Catholicism, Judaism, Black religion) with attention both to their historical development and contemporary expression. Attention also to past and present forms of "civil religion" (common religious interpretations of American destiny).

Second semester. Professor Wills.

35. Contemporary Religious Thought: The Dynamics of Faith. An exploration of different dimensions of religious faith and living in the twentieth century: doubt, despair, spiritual conversion and integration, celebration, mystical prayer, moral commitment, and interpersonal relations. Our focus is on the Jewish and Christian experiences. Primary reading is drawn from Soren Kierkegaard, Simone Weil, Elie Wiesel, C. S. Lewis, Martin Buber, Abraham Heschel, Thomas Merton, and Carlos Castanada. The Psalms and theoretical works by William James, Paul Tillich and Abraham Maslow will be used as background. The course attempts to combine personal exploration with systematic analysis and critical reflection.

Requisite: A religion course or consent of the instructor. First semester. Omitted 1977–78. Professor Kaplan.

36f. Christian Ethics. An examination of the theoretical structure of Christian Ethics and its application to contemporary individual and social questions. Attention will be given to such theoretical issues as the relation between philosophical and theological ethics, the relation of principle and situation in moral decision-making, and the status of love as a moral norm, as well as to specific questions concerning modern warfare, political obligation, economic inequality, racial and ethnic conflict, bioethics, and sexuality. A seminar course.

First semester. Professor Wills.

37. Black Religion from Slavery to the Present. A study of black religion, from the time of slavery to the present, in the context of American social and religious history. Attention will be centered on the emergence, growth and modern critique of black Christianity in the United States. Topics covered include religion under slavery, the founding and development of the independent black Christian churches (especially the A.M.E. Church), the impact of emancipation and urbanization on black religious life, the increasing prominence of non-Christian forms of black religion, and the contemporary black theology movement.

First semester. Omitted 1977–78. Professor Wills.

38. Race and Class in American Religious Thought. A study of religious views on the major questions of racial and economic justice in American life. Attention will be given, first, to the history of American religious thought on such topics as slavery, segregation, industrialization and trade unions and, second, to the systematic application of religious ideas to contemporary racial and economics questions.

Second semester. Omitted 1977–78. Professor Wills.

39. The Jewish Mystical-Hassidic Tradition. A study of the development of the Jewish mystical tradition with emphasis on the literature of the Kabbalah. The themes of sin and redemption, messianism, and expanded consciousness will be studied. Scholars including Martin Buber, Abraham Heschel, Solomon Schechter, Menachem, Schneersohn, Gershom Scholem and Elie Wiesel will be read.

First semester. Professor Wijnhoven.

43. Self and Society in American Religious Thought. A study of the views of personal wholeness and social responsibility articulated by major movements and figures in American religious thought. Readings will include selections from Edwards, Emerson, James, Rauschenbush and Niebuhr.

First semester. Professor Wills.

53. Hindu and Christian Religion (Three College Colloquium in Comparative Religion). A comparative study of Hinduism and Christianity in terms of an analysis of the *Bhagavad-gita* and St. Augustine's *Confessions*, con-

sidered in their respective historical and religious contexts and the history of their interpretation.

First semester. Professors Pemberton and Findly (Mount Holyoke).

62. Topics in Indian Philosophy. A critical examination of the contributions of major Indian philosophers to the solution or dissolution of philosophical problems which have intensely concerned philosophers of all times and traditions. Reflections will focus on the phenomenology of the Abhidharma, as related to Vaisesika realism, on the idealistic epistemology of the Vijnanavada, as related to the Nyaya rationalism, and on the technique of radical criticism of the Madhyamika, as related to subsequent developments in Vedanta thought. Special attention will be given to the problems of philosophical languages in order to overcome the obstacle to thought posed by the difficulties of translation. Readings will include Vasubandhu's *Abhidharmakosa*, the *Nyayasutra*, the *Vaisesikasutra*, the *Nyayabindu*, the *Madhyamikakarika*, with other critical works by modern Indian and European authors, such as Shastri, Murti, Stcherbatski, Matilal, Potter, etc.

Requisite: Religion 11 or 12, Philosophy 11, or consent of the instructor. Second semester. Professor Thurman.

Anthropological Approaches to the Study of Religion. See Anthropology 31.

Elective for Sophomores. First semester. Professor Babb.

The Beginnings of Modern African Social Thought. See Black Studies 61, 61s.

First semester. Omitted 1977–78. Professor Nketsia.

An Introduction to African Religious Beliefs and Practices. See Black Studies 62f, 62.

First semester. Omitted 1977–78. Professor Nketsia.

77. Conference Course. Required of candidates for Honors in Religion: Preparation and oral defense of a scholarly essay on a topic approved by the Department. Detailed outline of thesis and adequate bibliography for project required before Thanksgiving; preliminary version of substantial portion of thesis by end of semester.

Elective for Seniors with consent of the instructors. First semester. The Department.

D78. Conference Course. Required of candidates for Honors in Religion: A continuation of Religion 77. A double course.

Elective for Seniors with consent of the instructors. Second semester. The Department.

97. Special Topics. Independent Reading Course. Reading in an area selected by the student and approved in advance by a member of the Department.

First semester. The Department.

98. Special Topics. Independent Reading Course. Same description as Religion 97.

Second semester. The Department.

ROMANCE LANGUAGES

Professors Carre (Chairman), Giordanetti and Johnson; Assistant Professors Garrels, Kaplan and Maraniss; Visiting Lecturer Ducornet; Associate in French Mme. Watkins‡ and assistants.

French

Major Program. The Department of French aims at flexibility and response to the plans and interests of the French major within a structure that affords diversity of experience in French literature and continuous training in the use of the language.

A major in French (both *rite* and Honors) will normally consist of (a) eight courses within the Department or (b) six courses within the Department and two related courses chosen with departmental approval. All courses offered by the Department above French 3 may count for the major. The one rule of selection is that two of the six or three of the eight courses submitted for the major must be chosen from offerings in French literature before the nineteenth century.

Each major is encouraged to follow at least one independent reading course in the Department as part of his or her major program.

Upon request to the Department by students (majors or non-majors) a group seminar may be organized in any form and concerning any topic agreed upon by the participating students and teachers.

The minimum level of competence in the language for a French major is that represented by superior work in French 7 or by passage of a proficiency examination set by the Department, normally by the end of the Sophomore year. To develop further expressiveness and clarity in written

‡On leave second semester 1977–78.

French, the major must choose a) to take a special course in French stylistics; b) to take a literature course in which particular attention will be given to the written work of the French majors; or c) to meet regularly with a member of the Department to work on problems of writing.

The comprehensive program set by the Department in consultation with its majors will normally be completed by the end of the first semester of the Senior year. All majors will normally elect French 77 and a Special Topics course toward completion of the program.

Honors Program. In addition to the major program described above, a candidate for departmental Honors must present a thesis and sustain an oral examination upon the thesis. Candidates will normally elect D78 in the second semester of their Senior year.

Combined Majors. Course programs for a joint major in French and Spanish or French and other languages are arranged by the student in consultation with the instructors in those languages.

Interdisciplinary Majors. Interdisciplinary majors are established through the College Committee on Special Programs with the endorsement and cooperation of the Department or with the approval of individual members of the Department.

Foreign Study. A program of study approved by the Department for a Junior year in France has the support of the Department as a significant means of enlarging the major's comprehension of French civilization and as the most effective method of developing mastery of the language. Four Amherst French courses will be the minimum required for a major who has spent a Junior year abroad.

Placement in French language courses. See individual course descriptions for placement indicators.

Placement in French literature courses. Unless otherwise specified, admission to courses in literature is granted upon satisfactory completion of French 5 or a course of equivalent level in secondary school French (Advanced Standing or a score of 600 in CEEB placement).

1. Elementary Course. Grammar, pronunciation, oral practice and reading. Three hours a week for explanation and demonstration, two hours a week in small sections plus laboratory drill for oral practice. Prepares for French 3 or French 5.

For students without previous training in French. First semester. Mme. Watkins and assistants.

3. Intermediate Course. Intensive review of grammar and oral practice. Reading and analysis of literary texts. Three hours a week for explanation and demonstration. Two hours a week in small sections plus laboratory for

drill in aural comprehension of the language. Prepares for French 5 and in certain cases for literature or advanced language courses.

For students with less than three years of secondary school French who score below 500 in CEEB placement test. First semester. Mme. Watkins and assistants.

3s. Intermediate Course. Same description as French 3.

Second semester. Professor Carre and assistants.

5. Language and Literature. An introduction to the critical reading of French literary and non-literary texts; a review of French grammar; training in composition, conversation and listening comprehension. Reading will be drawn from significant short stories, plays and poetry from the modern period, by Arab and African as well as French writers. The survey of different literary genres serves also to contrast several views of French culture. Conversation classes with native French assistants are an essential part of this program. Successful completion of French 5 prepares students for literature and advanced courses. Three hours a week in class and two hours of conversation with French assistants. Conducted in French.

For students with three or four years of secondary school French and a CEEB score between 500–600. First semester. Professor Kaplan and assistants.

5s. Language and Literature. Same description as French 5.

Second semester. Professor Kaplan and assistants.

7. Intermediate French Composition. Rapid review of French grammar; practice in set translation and free composition. Emphasis in composition will be on basic techniques of creative and critical writing. Three hours of classroom work a week.

For students who have completed French 5 or equivalent in secondary school French (Advanced Standing or a score of 600 in CEEB placement). First semester. Visiting Lecturer Ducornet.

8. French Conversation. Contemporary France. Organized discussion classes and oral presentations centered on French politics, government, society, with particular attention to student life and aspects of French education and the arts. Discussions conducted as a conversational colloquium in French with the native French assistants. Two classroom meetings a week.

Requisite: Satisfactory completion of French 5 or its equivalent. Second semester. Visiting Lecturer Ducornet and assistants.

10. Phonetics and Prosody. Theory and practice of French phonetics. Training in the reading of French literary texts and in the use of current spoken French with emphasis on the distinctions between the two modes of discourse. A study of the elements of French prosody. Conducted in French. Recommended for majors and advanced students in French. One

and one-half hour seminar meeting a week with additional laboratory assignments and analysis of individual pronunciation in private tutorials.

Requisite: Consent of the instructor. Limited to twelve students. Second semester. Omitted 1977–78. Mme. Watkins and assistants.

11. The Mannerist and the Baroque: Seminar in French Literature and Civilization in the Sixteenth and Seventeenth Centuries. Survey of French literature and art from the early Renaissance through the end of the Classical period. Main concentration of the course will be on the literature, and readings will be selected from Rabelais, the Pleiade poets, Montaigne, La Fontaine, Pascal, Corneille, Molière and Racine. In addition, special attention will be given to the School of Fontainebleau, the Mannerists and the Baroque in art and architecture, and their corresponding expression in literature. Conducted in French. Three hours of classroom work (in two seminar meetings) a week.

First semester. Professor Giordanetti.

12. Seminar in French Literature and Civilization Since the Seventeenth Century. Reading and discussion of selected texts, with investigation of various aspects of French art and civilization (e.g., architecture, painting, etc.). Concentration will be on the eighteenth and nineteenth centuries with, as time permits, some introductory materials from the twentieth century. Conducted in French.

Second semester. Professor Giordanetti.

13s. Major French Novelists. Choice of novelists and works may vary each year. In 1978 readings in the novels of Constant, Chateaubriand, Balzac, Stendhal and Flaubert. Attention will be paid to the authors' representation of the historical and political climate of an age, the psychology of individuals and their relationships, the novel as quest of the individual for meaning in the world. Three hours of classroom work a week. Conducted in French.

Second semester. Professor Carre.

14. Advanced French Composition. Extensive practice in writing in a variety of styles: free composition, creative writing, translation from English to French. Three hours (two class meetings) a week.

Requisite: French 7 or its equivalent. Recommended for majors and advanced students. Elective for Freshmen with consent of the instructor. Limited to fifteen students. Second semester. Professor Giordanetti.

15. Aspects of Modern Literature. An introduction to modern French literature with emphasis on the ways in which reality is perceived by representative writers—men and women—of the twentieth century: Giono, Malraux, Camus, Sartre, Marguerite Duras and Nathalie Sarraute among others. Three hours of classroom work a week. Conducted in French.

First semester. Professor Carre.

23. Modern French Poetry. We shall read Victor Hugo, *Les Contemplations;* Charles Baudelaire, *Les Fleurs du Mal;* and the main poems of Arthur Rimbaud and Stéphane Mallarmé, while tracing the development of French poetry from Romanticism to Symbolism. The course is also intended as an introduction to French poetry. Individual poems will be studied closely and related to the poetic vision, philosophy, and social ideology of each poet. Three meetings a week. Conducted in French.

First semester. Omitted 1977–78. Professor Kaplan.

25. French Literature of the Renaissance. A study of *Gargantua, Pantagruel,* and *Le Tiers Livre* of Rabelais, with special emphasis on his comic techniques, his satire of the intellectual categories of the Middle Ages, and his promotion of Humanism. Representative poets from the Ecole de Lyon (Maurice Scève, Louise Labé, Pernette du Guillet), La Pléiade (Ronsard, du Bellay), and the poetry of d'Aubigné will be examined for their present literary value and as representations of important themes of the culture of the period. Finally, selected *Essais* of Montaigne will be read, with particular attention to his self-creation through literature. Conducted in French. Three hours of classroom work a week.

Requisite: An introductory course in French literature or consent of the instructor. Elective for Sophomores or Freshmen. First semester. Professor Kaplan.

28. French Comic Theater. Study and discussion of the plays, dramatic theory, and practice of four major creators of the French comic theater: Molière, Marivaux, Beaumarchais, and Musset. Conducted in French. One three-hour seminar meeting a week.

Second semester. Omitted 1977–78. Professor Carre.

29. L'Aventure Surrealiste. An exploration of the Surrealist movement from 1924 to 1968 and the multifarious manifestations of the Surrealist quest and experience. In addition to reading manifestoes, surrealist poems, short fiction by Breton, Crevel, Eluard, Aragon, Desnos, Artaud, the course will show surrealist films (Bunuel, Dali, Artaud, Man Ray, et. al.) and slides of the major artists of the movement (Duchamp, Tanguy, Ernst, Dali, Masson, Miro, Magritte, Bellmer). We shall also examine the relationship between the International Surrealist Movement and the revolutionary avant-gardes. Most of the reading material will be in French. Course conducted in French. One three-hour meeting a week.

Requisite: French 5 or equivalent and consent of the instructor. Limited to twenty students. First semester. Visiting Lecturer Ducornet.

31s. The Age of Enlightenment. A study of the literature of the eighteenth century from the Regency to the Revolution, its relations to the intellectual, esthetic, and social changes of the Enlightenment, the development of new literary forms. Particular emphasis will be given to Voltaire, Rousseau, and

Diderot. One three-hour meeting a week; discussion, oral reports, one term paper on individual related topics.

Requisite: An introductory course conducted in French. Elective for Sophomores or Freshmen with consent of the instructor. Second semester. Omitted 1977–78. Professor Giordanetti.

33. The Romantic Imagination. A study of the origins and development of the European phenomenon of Romanticism of the early nineteenth century. The movement will be considered in several of its manifestations, in music, painting and architecture in addition to literature. One three-hour seminar a week; one term paper on individual related topics. Conducted in French.

Limited to fifteen students. Please consult instructor before enrolling. First semester. Professor Giordanetti.

35. Tradition and Anti-tradition in the Twentieth Century French Theater. An analysis of plays and dramatic theories: Claudel, Romains, and Giraudoux as representatives of the tradition; Jarry, Artaud, Ionesco, Beckett and Genet as makers of a new theater. Three hours of classroom work a week. Conducted in French.

First semester. Professor Carre.

37. Camus and Sartre. Existentialism and *engagement*. Readings and discussion of the major works, literary and theoretical, of the two authors, concluding with an examination of the controversy that opposed Camus to Sartre and the *Temps Modernes* group on the nature of the artist's commitment to society. Three hours of classroom work a week. Conducted in French.

Elective for Sophomores or Freshmen with consent of the instructor. First semester. Omitted 1977–78. Professor Carre.

41s. Apollinaire and Modern Movements in Art and Literature. A study of Guillaume Apollinaire as poet, theoretician, spokesman and moving force of the new art in France during the first two decades of the twentieth century. An inquiry into the relationships of art and literature with particular attention to Cubism and Futurism. Three hours of classroom work a week. Conducted in French.

Requisite: An introductory course in French literature. Elective for Sophomores or Freshmen with consent of the instructor. Second semester. Omitted 1977–78. Professor Carre.

43s. French Philosophers of the Human Condition. The French *moraliste* tradition, composed of literary and philosophical writers who sought to define humanity, will be studied in its development from the Renaissance to the twentieth century. We shall read masterpieces of Montaigne, Pascal, Rousseau, Jules Michelet, and Michel Foucault *(The Order of Things)*. Each work will elucidate the responses of its age to questions about death, the

nature of the self, the relation of reason to emotion, the ideal education, religion, and social progress. *Readings and classes in English*, although students able to do so are encouraged to read in French.

Second semester. Omitted 1977–78. Professor Kaplan.

62. Seminar in Contemporary French Poetry and Poetics. We will study the poetry and main theoretical writings of Francis Ponge and Yves Bonnefoy who approach quite differently the relationship of language to nature, time, transcendence, art, and the sacred. Special emphasis will be placed on their accounts of literary creation and their poetic idioms. One two-hour meeting a week.

Requisite: at least one French literature course and previous experience with poetry. Elective for Sophomores with consent of the instructor. Limited to fifteen students; Five College enrollment encouraged. Second semester. Omitted 1977–78. Professor Kaplan.

Introduction to European Civilization: The Mode of Romance. French elective. See European Studies 11.

First semester. Professor Waller.

The Gothic Age: The Art and Literature of France During the Middle Ages. French elective. See Colloquium 32.

Limited to thirty students. Second semester. Professors Giordanetti and Upton.

77, D78. Conference Course for Seniors. A single and a double course.

First and second semesters. The Department.

97, H97, 98, H98. Special Topics. Independent Reading Courses. Full or half courses.

Approval of the Department chairman is required. First and second semesters.

Spanish

Major Program. The Department of Spanish expects its majors to have a broad and diverse experience in the literatures and cultures of Spanish-speaking peoples. To this end, continuous training in the use of the language and travel abroad will be emphasized. A major in Hispanic Studies or Latin-American Studies can be arranged.

A major in Spanish (both *rite* and Honors) will normally consist of (a) eight courses within the Department or (b) six courses within the Department and two related courses chosen with departmental approval. All

courses offered by the Department above Spanish 3 may count for the major. At the minimum each major should develop a reasonable familiarity with the Golden Age, Spanish America, and Modern Spain.

The minimum level of competence in the language for a Spanish major is that represented by superior work in Spanish 14 or by passage of a proficiency examination set by the Department, normally at the end of the Sophomore year. To develop further expressiveness and clarity in written Spanish, the major must choose (a) to take a literature course in which particular attention will be given to written work of the major; or (b) to meet regularly with a member of the Department to work on problems of expression and style.

The comprehensive program set by the Department in consultation with its majors will normally be completed by the end of the first semester of the Senior year. All majors will elect Spanish 77 and a Special topics course toward completion of the program.

Honors Program. In addition to the major program described above, a candidate for departmental Honors must present a thesis and sustain an oral examination upon the thesis. Candidates will normally elect D78 in the second semester of their Senior year.

Combined Majors. Both *rite* and Honors majors may be taken in combination with other fields, e.g., Spanish and French, Spanish and Religion, Spanish and Fine Arts. Plans for such combined majors must be approved in advance by representatives of the departments concerned.

Interdisciplinary Majors. Interdisciplinary majors are established through the College Committee on Special Programs, with the endorsement and cooperation of the Department or with the approval of individual members of the Department.

Study Abroad. Students majoring in Spanish are encouraged and expected to spend a summer, a semester, or a year studying in Spain or Spanish America. Plans for study abroad must be approved in advance by the Department.

Placement in Spanish language courses. See individual course descriptions for placement indicators.

Placement in Spanish literature courses. Unless otherwise specified, admission to courses in literature is granted upon satisfactory completion of Spanish 3 or a course of equivalent level in secondary school (a score above 600 in the CEEB reading and listening texts, or Advanced Standing).

1. Elementary Spanish. Grammar, pronunciation, oral practice, and reading. Six hours a week in class, section, laboratory, and *reuniones;* and at least six hours of independent study. For students without previous train-

ing in Spanish, Interterm in Spain or Mexico is highly recommended. Prepares for Spanish 12.

First semester. Professor Johnson.

3. Intermediate Spanish. Review of grammar and pronunciation; oral practice. Reading and analysis of literary texts. Six hours a week in class, section, and laboratory. For students with less than three years of secondary school Spanish who score below 500 in the CEEB tests. This course prepares for Spanish 12, 14, or 16.

First semester. Professor Garrels.

5. Introduction to Spanish Literature. The reading of modern essays, short stories and poems will serve as a basis for discussion and writing in Spanish. Students are expected to turn in a weekly composition and to review grammar independently and in the language laboratory as necessary. This course prepares for Spanish 16 or 14.

First semester. Professor Garrels.

12. Pablo Neruda. An exploration of the Spanish-speaking world through reading and discussion of prose and poetry. Emphasis on language learning. Some essays, poems and short stories by other authors will also be read and discussed. Conducted in Spanish.

Second semester, Professor Johnson.

14. Spanish Prose Composition and Style. This intensive course is designed to strengthen and refine the student's mastery of the Spanish language. Practice in free composition and in translation of examples of a variety of styles. Conversation. Conducted in Spanish.

Requisite: Spanish 3 or equivalent. Second semester. Professor Johnson.

16. The Spanish Temper. A study of Spanish consciousness from the Renaissance to the present. Writings of Quevedo, Cervantes, Lope de Vega, San Juan, Lorca, Salinas, and others will be discussed in their historical and artistic context. Special attention will be given to the baroque tradition in literature and art. Conducted in Spanish.

Requisite: Spanish 5 or the equivalent. Second semester. Professor Garrels.

16f. The Spanish Temper. Same description as Spanish 16.

First semester. Professor Maraniss.

21. Poetry of the Golden Age. The course will begin with readings of the major Baroque poets Quevedo and Gongora, and will then consider the poetry of Garcilaso de la Vega, San Juan de la Cruz, Fray Luis de Leon and Lope de Vega. Conducted in Spanish.

Elective for Sophomores. First semester. Professor Maraniss.

24. Modern Spanish Literature. Readings from major writers of the Spanish generations of 1898 to 1927: Unamuno, Baroja, Azorin, Machado, Valle-Inclan, Ortega y Gasset, Miro, Garcia Lorca, Salinas, Alberti, Guillen, Cernuda. Conducted in Spanish.

Requisite: Spanish 16 or the equivalent. Second semester. Professor Maraniss.

27. Indian Civilizations of Mesoamerica. Readings in Spanish: selections from nahuatl and mayan texts, Spanish chronicles of the sixteenth century, and scholarly and literary material from the twentieth century. Some reading in English (mainly archaeology, anthropology, and art) from the twentieth century. Emphasis on the development of the Quetzalcoatl-Kukulkan-Gucumatz myth and the significance to twentieth century Americans of mescomerican Indian civilizations: principally the azteca, maya and olmeca. Individual student projects on these and other mesoamerican interests. Students will be expected to keep a journal and write a paper in Spanish. Conducted in Spanish.

Elective for Sophomores. First semester. Professor Johnson.

28. Latin American Prose and Poetry II. The masters of the contemporary Latin American prose narrative: Borges, Cortázar, García Márquez, Rulfo and Vargas Llosa. One two-hour course meeting per week. Conducted in Spanish.

Requisite: Reading, writing and speaking knowledge of Spanish. Second semester. Omitted 1977–78. (To be offered in 1978–79.) Professor Maraniss.

33. Spanish Thought from the Civil War to the Present. Poetry, prose, theater, and cinema created during and after the Spanish Civil War by Spaniards inside and outside of Spain. The problems and responsibilities of the artist and the intellectual in times of war and in times of dictatorship. Conducted in Spanish.

Requisite: Spanish 16 or the equivalent. Elective for Sophomores. First semester. Professor Garrels.

34. Latin American Thought. The question of Spanish American identity as presented in the nineteenth and twentieth century essay. The issue of cultural and economic imperialism, the problems of ethnic diversity, and the search for creative alternatives will be emphasized. Conducted in Spanish.

Requisite: Spanish 16 or the equivalent. Second semester. Professor Garrels.

36. Readings in Seventeenth Century European Theater. Selected plays of Lope de Vega, Calderón de la Barca, Tirso de Molina, Corneille, Racine, Molière and Shakespeare will be read in the original languages whenever possible. Through close readings of representative works, an understand-

ing of the national dramas of Spain, France and England will be approached. The course will be divided into two sections, one for those who can read the *Comedia* in Spanish and one for those who cannot. Conducted in English.

Second semester. Professor Maraniss.

43. Cervantes. *Don Quijote de la Mancha* and some exemplary novels will be read, along with other Spanish works of the time, which were present at the novel's birth. Students will also be asked to deal with Cervantes in connection with other writers whom he may have influenced, e.g. Sterne, Dickens, Flaubert, or Mark Twain. The course will be divided into two sections, one for those who will read and discuss Cervantes in Spanish, and one for those who will not. Conducted in English.

First semester. Omitted 1977–78. Professor Maraniss.

77. Conference Course for Seniors.

First semester. The Department.

D78, Conference Course for Seniors. A double course.

Second semester. The Department.

97, H97, 98, H98. Special Topics. The Department calls attention to the fact that Special Topics courses may be offered to students on either an individual or group basis. Students interested in forming a group course on some aspect of Spanish life and culture are invited to talk over possibilities with a representative of the Department. When possible, this should be done several weeks in advance of the semester in which the course is to be taken.

First and second semesters.

RUSSIAN

Associate Professor Peterson (Chairman); Assistant Professors Broyde*, P. Hunt, Rabinowitz*, and J. Taubman; Visiting Assistant Professor Wobst; Irina Rabinovich and Izrail Rabinovich, Associates of Russian Studies.

Major Program. There are two possible majors in Russian.

Russian Language and Literature. The major will consist of Russian 11 and 12, at least two courses in sequence among Russian 21, 22, 23, plus four upper-level Russian courses offered in the Department or at one of the neighboring colleges. (Russian 1 though 4 will not count toward the major.)

It is recommended that the major take History 31–32 (Survey of Russian History) and at least two or three courses in one other literature (preferably

*On leave 1977–78.

English, French or German). In addition to demonstrating a proficiency in spoken and written Russian, the major will be required to pass a comprehensive examination during the second semester of his or her Senior year. A reading list will be provided by the Department as a guide in preparing for the examination.

Russian Studies: The major will consist of Russian 11 and 12, at least two courses in sequence among Russian 21, 22, 23, plus three other courses, chosen in consultation with the student's advisor, which together form a coherent plan for the study of Russia and its civilization. (Russian 1 through 4 will not count toward the major.)

In addition to acquiring proficiency in Russian, Russian Studies majors will also be expected to choose one of the social science disciplines (History, Political Science, Economics, Anthropology or Sociology) as a methodological focus for their area of concentration. They must take at least two courses in the chosen discipline, ordinarily including the introductory course. (These two courses may not be counted toward the major; they are a prerequisite for majoring in Russian Studies.)

The Russian Studies major will be required to pass a comprehensive examination during the second semester of the Senior year. A reading list will be compiled by the Department to provide guidance in preparing for the examination.

Honors Program. In addition to the requirements for the major program, the Honors candidate must take Russian 77–78 during his or her Senior year and must prepare a thesis on a topic approved by the Department.

Slavic Studies. A student at Amherst College may develop a program in Slavic Studies from courses offered here and at Mount Holyoke and Smith Colleges and the University of Massachusetts. Courses in the fields of anthropology, economics, government and political science, history, Polish, Russian, and sociology which may be included in a Slavic Studies program are listed in a booklet published by the Office of the Five College Coordinator, which is available from the Registrar.

Study Abroad. Any student who has studied Russian for two years or more and wishes to put to the test his or her ability to operate in the language may take advantage of the Interterm in Russia. This is organized by the Russian Department of Amherst in cooperation with other Russian Departments in the Valley, using the January break, to make possible travel to Russia at minimal cost. The participating students will be accompanied by a faculty member; the three to four weeks spent in Russia are usually divided between Leningrad and Moscow. While not a formal academic activity, the Interterm in Russia should be considered to fall logically between Russian 11 and Russian 12, and thus to be an aspect of Studies in Russian Language and Culture. Accordingly, participation may be limited to stu-

dents who are either enrolled in Russian 11 or can show equivalent (or superior) proficiency in the language.

Students who are interested in spending more than three to four weeks in the Soviet Union are urged to consult with the Russian Department about the Summer and/or Semester Programs at Leningrad or Moscow University which are open to qualified American undergraduates.

1. First-Year Russian. The fundamental structure of Russian demonstrates how a language strives to maintain itself as a functional, strongly coherent system. Stress is laid on a knowledge of the patterns and shapes of the language's building materials rather than on an endless memorization of forms. Pronunciation, oral practice, reading, writing. Some sessions conducted primarily in Russian. Four meetings per week plus weekly work in the language laboratory.

First semester. Professor P. Hunt (Sections 1 & 2).

2. First-Year Russian. Continuation of Russian 1.

Requisite: Russian 1 or equivalent. Second semester. Professors P. Hunt (Section 1) and J. Taubman (Section 2).

3. Second-Year Russian. Intensive review and further study of grammar. Reading and analysis of selected texts. Development of aural comprehension and oral fluency. Five class hours per week. In addition, students may be required to use the language laboratory.

Requisite: Russian 2 or equivalent. First semester. Professor Wobst.

4. Second-Year Russian. Continuation of Russian 3.

Requisite: Russian 3 or equivalent. Second semester. Professor Wobst.

11. Studies in Russian Language and Culture. Reading and discussion of selected works of Russian prose and poetry, both classical and modern. Included among the readings will be literary criticism, as well as historical, philosophical, and publicistic writings. Conducted mostly in Russian. (Systematic vocabulary building; selective grammar review; oral and written reports.) Two eighty-minute and one fifty-minute sessions per week.

Requisite: Russian 4 or equivalent. First semester. Professor J. Taubman.

12. Studies in Russian Language and Culture. Continuation of Russian 11.

Requisite: Russian 11. Second semester. Professor Wobst.

21. Survey of Russian Literature, Part I. After a brief consideration of Russian medieval literature (including readings in epic, hagiography and autobiography) as well as Russian literature of the eighteenth century (including readings in drama and the short story), the course will focus primarily on the evolution of nineteenth century prose forms from Pushkin through Turgenev. Authors include Pushkin (*Eugene Onegin, The Captain's Daughter,* "The Queen of Spades"); Lermontov *(A Hero of Our Time);* Gogol ("The

Terrible Vengeance," "Old World Landowners," "Ivan Shponka and His Aunt," "Viy," "The Overcoat"); Dostoevsky *(Poor Folk);* Goncharov *(Oblomov);* Turgenev *(Fathers and Sons).* The works are seen against a larger social and philosophical background, both Russian and European. Students with sufficient preparation in Russian language will be asked to sample some of the reading in the original.

First semester. Professor P. Hunt.

22. Survey of Russian Literature, Part II. Major writers and trends in Russian literature from about 1860 on into the twentieth century. Readings will include selected works of Tolstoy, Dostoevsky, Chekhov, Gorky, the Russian Symbolists and 'Decadents,' as well as Vladimir Nabokov. Readings in translation or the original, depending on language proficiency. Two class sessions per week.

Elective for Freshmen and Sophomores. Second semester. Professor Peterson.

23s. Russian Literature Since the Revolution. The course will survey Russian literature from the Revolution to the present. The reading includes poetry (Blok, Mayakovsky, Axmatova), prose (Zoshchenko, Sholokhov, Pasternak, Solzhenitsyn) as well as contemporary writings about literature itself. Special attention will be given to recurrent themes in Russian culture as expressed in the Soviet context (such as the alienated intellectual, the alternatives to western rationalism in the definition of Russian self-consciousness, the individual in a centralized society), and to manifestations of modern consciousness in literature. Readings will be in translation. Students with sufficient preparation in Russian language will be asked to sample some of the reading in the original. The class will meet twice a week.

Second semester. Professor P. Hunt.

25s. Seminar on One Russian Writer: Vladimir Nabokov. An attentive reading of works spanning Nabokov's entire career, both as a Russian and English (or "AmeroRussian") author, including his autobiographical and critical writings, as well as his fiction and poetry. Special attention will be given to Nabokov's persistent meditations on the experience of exile and the irreplaceable nature of experienced Time. Students will be encouraged to compare Nabokov's celebration of memory and the creative imagination with similar praises of the mind's "artificial worlds" in other modern writers, e.g., James, Proust, Borges, Barth. One two-hour seminar with an additional hour as arranged by the instructor.

Elective for Sophomores (or Freshmen with consent of the instructor). Second semester. Omitted 1977–78. Professor Peterson.

27. Fyodor Dostoevsky. Extensive reading of the varieties of narrative explored by Dostoevsky, from the early fictionalized journals and confessional monologues to the mature dialogue form of his "polyphonic" novels. Spe-

cial emphasis will be placed on the probing studies of extremist mentalities, both criminal and saintly, and on Dostoevsky's struggle to create a viable myth of salvation. The course will culminate with a close reading of *The Brothers Karamazov*. Independent projects which investigate the impact of Dostoevsky on later writers and other literatures will be encouraged. Readings in translation or the original, depending on language proficiency. Two class sessions per week.

Elective for Sophomores. First semester. Omitted 1977–78. Professor Peterson.

28. Tolstoy. Study of selected major works both fictional and doctrinal, as well as of a few relatively lesser known writings in the context of Tolstoy's thought and literary hertitage. Investigation of the Englightenment antecedents, the problems of historical consciousness, non-violent resistance to evil, as well as structural and stylistic analyses of specific works. Works to be read include *Childhood, Family Happiness, The Cossacks, War and Peace, Anna Karenina,* "The Death of Ivan Ilich," *A Confession, What I Believe,* "Hadji Murad." Conducted as a seminar with occasional lectures. Two hours plus a third hour at the discretion of the instructor.

Second semester. Omitted 1977–78. Professor J. Taubman.

H33. Advanced Studies in Russian Language and Culture, Part I. Discussion of prominent figures and current events in the artistic and intellectual life of the Soviet Union, with regular emphasis on assigned compositions. Conducted in Russian. Two sixty-minute sessions per week. A half course.

Requisite: Russian 12 or equivalent. First semester. Mr. and Mrs. I. Rabinovich and Staff.

H34. Advanced Studies in Russian Language and Culture, Part II. Continuation of Russian H33. A half course.

Second semester. Mr. and Mrs. I. Rabinovich and Staff.

37. Russian Poetry of the Nineteenth and Early Twentieth Centuries. An introduction to the technical and thematic development of modern Russian poetry. The course is intended to train readers to recognize and appreciate the forms and concerns of selected major Russian poets. Emphasis on close reading of the most innovative features of Pushkin and Lermontov, Tyutchev and Fet, Blok and Akhmatova, and Mayakovsky. Conducted in English, with all readings in Russian. Two hours plus a third hour at the discretion of the instructor.

First semester. Professor Peterson.

77. Senior Honors Course. Meetings to be arranged. Open to, and required of, Seniors writing a thesis.

First semester. The Department.

78. Senior Honors Course. Meetings to be arranged. Open to, and required of, Seniors writing a thesis.
Second semester. The Department.

97. Special Topics. Independent Reading Course.
First semester. The Department.

98. Special Topics. Independent Reading Course.
Second semester. The Department.

WOMEN'S STUDIES

There are some courses in the Amherst curriculum which make a special point of discussing the lives and history of women in recognition of the fact that women are or should be among the subjects of study in various disciplines. These courses include (in 1977–78) for example: Men and Women in Literature (English); Images of Black Women (Black Studies); Developmental Psychology, Human Sexuality, and Sex Role Socialization (Psychology); Women Playwrights of the American Theater (Dramatic Arts); The Mode of Romance (European Studies).

There are, as well, a large number of courses at the other Valley institutions which focus on women. A Five College brochure, issued annually (with supplemental editions during the year), is available at the Registrar's Office and at the Five College Office.

A student at Amherst College may develop an interdepartmental major program in an area of women's studies from courses offered here and at the other institutions of the Five Colleges. A student who wishes to construct such a major should, after consultation with Faculty in the appropriate departments, submit a proposed program to the Committee on Special Programs.

FIVE COLLEGE COURSE OFFERINGS BY FIVE COLLEGE FACULTY

C. LADD PROSSER, Five College Distinguished Professor of Comparative Physiology (at the University of Massachusetts).

Comparative Adaptational Physiology. Zoology 591B. This course will present relationships between molecular (reductionist) and organismic (holistic) biology. Examples will be chosen from (1) adaptations to environmental stresses in relation to distribution and speciation of animals and (2) explanations of complex behavior in terms of neural and muscular mechanisms. Lectures and student reports. Seminar for upper level undergraduates and graduate students.

First semester. University of Massachusetts.

JANICE RAYMOND, Assistant Professor of Women's Studies/Medical Ethics (at Hampshire College under the Five College Program).

Bio-Medical Issues and Feminism (I). Natural Science 124/224. The course will consider two main areas of biomedicine that are of crucial concern to women: (1) genetic technology, which will include an exploration of sex selection procedures, *in vitro* fertilization, and cloning, and (2) psychiatry, "mental health" issues, behavior control and modification, with a special emphasis upon psychosurgery. Emphasis will be placed upon Feminist analysis and criticism, with a view toward developing a more gynocentric social policy and ethics.

First semester. Hampshire College.

Religion in a Patriarchal World, an Introductory Women's Studies Seminar. Women's Studies 290. Analysis of religious traditions as they impinge on the study and experience of women, particularly the theological content of disciplines such as sociology, psychology, and biology. Examination of the ways such traditions function to generate certain beliefs about women; and their symbolic, mythic, and social structures.

Limited to Women's Studies majors and certificate students or consent of the instructor. First semester. University of Massachusetts.

Women and the Health System. Anthropology/Sociology 225b. Issues of health care and delivery as they relate to women. Medicine as religion and the function of male myths, ministers, and ministrations. Women as health care workers and patients; the "sexual politics" of sickness; the doctor-nurse relationship; the nurse-practitioner movement; M.D. education and women; the self-help movement; gynecology and obstetrics; estrogen replacement therapy. The course will develop a critical perspective, with special attention to the ethical issues involved, and the development of alternative ethics and social policy.

Second semester. Smith College.

Bio-Medical Issues and Feminism (II). Natural Science 125. The course will consider two major subject areas: (1) Questions of death and dying with special attention to the meaning and context of death in this society; so-called new definitions of death; and the euthanasia debate. We will be

especially concerned with how the rituals of death and dying (both sacred and secular) parallel the rites of socialized femininity; (2) Transsexual surgery with special attention to the medical model of treatment, questions of unnecessary surgery, medical experimentation, and etiology. We will also examine the literature on sex differences, questions of gender identity and role, and sex-role socialization.

Second semester. Hampshire College.

INDIRA SHETTERLY, Assistant Professor of South Asian Studies (at Amherst College under the Five College Program).

Images of the Feminine in Indian Literature. Interdepartmental 207f (seminar). Course examines conceptions of and attitudes toward Woman in Indian literature. Texts selected for reading and discussion are drawn from ancient, medieval and modern literature, and include works by women authors. A variety of literary forms will be considered: epic and lyric poetry (the *Rāmāyana*, the Tamil and Sanskrit *Anthologies*), classical drama (*Śakuntalā*), ballad and myth (the legend of Manasa, the Snake-goddess) and the modern novel (Ruswa's *The Courtesan of Lucknow*, Tagore's *Broken Nest*). All reading will be in translation.

First semester. Mount Holyoke College.

Introduction to the Classical Literature of India in Translation. See Asian Studies 22.

Second semester. Amherst College.

Myth, Romance and Reality: The Story Literature of India in Translation. Asian Studies 197A (also Comparative Literature 197A). Thematic and stylistic study of the narrative mode in Indian literature. Exploration of the motifs, approaches and structures involved in 'telling a tale' in India, drawing from (1) several languages—e.g., Sanskrit, Old Tamil, modern Hindu-Urdu, Bengali; (2) a wide range of literary traditions: verse and prose, sacred and secular, written and oral. Genres: heroic epic, Hindu myth, folktale and fable, ballad, short story, etc. Readings include: epic: *Rāmāyana* and *Mahābhārata*; folktale: *Panchatantra* and *Jātaka*; romance: *Ocean of Story*; ballad: *The Tale of Prince Rasalu*.

First semester. University of Massachusetts.

Elementary Sanskrit I. Asian Studies 190A (also Classics 190). An introduction to Sanskrit grammar and vocabulary, and to the *devanagari* script, as training for a reading knowledge of classical texts.

First semester. University of Massachusetts.

Special Topics: Intermediate Sanskrit. Asian Studies 297A. Readings from various texts.

First semester. University of Massachusetts.

Elementary Sanskrit II. Asian Studies 190B. A continuation of the first semester course.

Second semester. University of Massachusetts.

V

LECTURESHIPS
HONORS
FELLOWSHIPS
PRIZES AND AWARDS

Kirby Memorial Theater

Lectureships

The Henry Ward Beecher Lectureship. This lectureship fund of $10,000 was founded by the late Frank L. Babbott, LL.D., of the Class of 1878, in honor of Henry Ward Beecher, of the Class of 1834. The incumbent is appointed biennially by the Faculty for supplementary lectures in the departments of history and the political, social, and economic sciences.

The Clyde Fitch Fund. A fund of $20,000 was established by Captain and Mrs. W. G. Fitch of New York in memory of their son, Clyde Fitch, of the Class of 1886. The income of this fund is to be used for the furtherance of the study of English literature and dramatic art and literature. The whole or part of this income is usually devoted to the remuneration of an eminent lecturer, who may also take a part in the regular instruction of the College

The Victor S. Johnson Lectureship Fund. This fund, amounting to $38,630, was established in memory of Victor S. Johnson by his sons for the purpose of "bringing to the campus each year a stimulating individual worthy of the lecturer's purpose of serving the best tradition of the liberal arts and individual freedom."

The John Woodruff Simpson Lectureship. A fund now amounting to $217,600 was established in memory of John Woodruff Simpson, of the Class of 1871, by his wife and daughter. The income is to be used for fellowships and "to secure from time to time, from England, France or elsewhere, scholars for the purpose of delivering lectures or courses of instruction at Amherst College."

The George William and Kate Ellis Reynolds Lectureships. A fund of $150,000 established by the late George W. Reynolds of the Class of 1877 provides an annual income of approximately $15,000 which is divided into three equal parts to provide lectureships on Christ and Christianity, Science, and American Democracy.

The Willis D. Wood Fund. The income from this fund, established in memory of Willis D. Wood '94, and now amounting to $162,785, is used for the purpose of "bringing to the campus, for varying lengths of stay, persons in the field of religion to meet and talk with students and faculty about different aspects of the spiritual life."

Honors

THE PHI BETA KAPPA SOCIETY

Massachusetts Beta Chapter. The students elected to membership in this honor society are those of highest standing and are normally candidates for the degree with Honors. A preliminary election of outstanding students occurs at the end of the first semester of Junior year; and further elections occur at the end of the first semester and at Commencement time of Senior year. Membership is extended to about a tenth of the students in each class.

OFFICERS

President: Professor Elizabeth Wissman Bruss
Vice President: Professor Robert Alan Gross
Secretary-Treasurer: Professor William Frederick Zimmerman
Auditor: Professor Rose Richardson Olver
Undergraduate President: John Ryder Wittpenn, Jr.
Undergraduate Vice President: Richard Allen Levy

INITIATES

Class of 1978

Kenneth Whittemore Banta
Eric Oliver Fornell
Bennett Justin Murphy

Class of 1977

Walter Preston Armstrong III
Scott Leslie Balthazar
Peter John Bellis
Kathryn Elizabeth Bishop
Alison Hope Brown
David Archer Bruce Burton
David Paul Carbone
Gordon Dell Cates, Jr.
Christopher David Cerf
Robert Lawrence Cohen
Thomas Francis Curley, Jr.
Mark Haynes Daniell
Michael Baruch Delfiner
Robert Paul Ferm
John Francis Robert Foran, Jr.
Stephen Inman Glover
Michael Arthur Golden
Paula Lee Goodman
Douglas Edward Green
Mark McLaughlin Hager
Walter Charles Hellinger
H. Scott Herrin
William Harold Hines
Sheldon Michael Hirsch

Barbara Scott Hughes
Mark Linden Jaster
Kent Stanfield Johnson
Jeffrey Hofman Kramer
Gary Richard Lane
Howard Samuel Lanznar
Richard Allen Levy*
Jeffrey Alan Libert
Joseph John Loizzo
Michael Lewis Morris
Kevin Murphy Moss
Susan Elizabeth Naruk
Richard Vincent Paul
Harry Eli Pinkus
James Michael Roberts
Richard Harvey Rodman
Stephen Harris Rosenthal
Steven Jonathan Rosenwasser
Mark VanDyke Sander
Russell Yost Sizemore
Jeffery Delmar Ubersax
John Ryder Wittpenn, Jr.*

THE SOCIETY OF THE SIGMA XI

Sigma Xi, the National Honorary Scientific Research Society, was founded in 1886; the Amherst Chapter was installed March 23, 1950. As one of its purposes the Society gives recognition to those students, members of the Faculty, research associates, and alumni who have demonstrated ability to carry on constructive scientific research or who show definite promise of research ability. Other functions are the maintenance of companionship among investigators in the various fields of science, the holding of meetings for the discussion of scientific subjects, and the fostering of an interest in scientific research in the College.

Undergraduates, master's candidates, and others who show definite promise of research ability are typically recommended to associate membership by the departments concerned. In the case of undergraduates, nomination is usually given only to those students whose promise of research ability would warrant recommendation for at least a degree *magna cum laude* (entirely aside from the question of grades).† At present the chapter has a total membership of about 120 faculty and students.

OFFICERS

President: Professor Duane Bailey
Vice President: Professor Norton Starr
Secretary-Treasurer: Professor Charles Sorenson

*These students elected in their Junior year.
†Full membership is reserved for individuals who have already published at least one scholarly paper.

AMHERST COLLEGE

INITIATES 1977

Full Membership
Mark Elliott Kidwell

Associate Membership, Class of 1977
Thomas Baldridge Broderick
James Gerald Brophy
David Paul Carbone
Gordon Dell Cates, Jr.
Carlyn Ann Clement
Robert Lawrence Cohen
Robert Allerton Cushman
Thomas John DeVries
Robert Edward Erard
Stephen Jay Falkow
Robert Paul Ferm
Jeffrey Alan Gruskay
Mark Isaac Heiligman
Perry Holbrook Howard, Jr.
Kent Stanfield Johnson
Lawrence Allen Kenney
Richard Vincent Paul
Paula Karen Rauch
James Michael Roberts
James Jeremy Roch
Richard Harvey Rodman
Mark VanDyke Sander
Thomas John Sena
Henry Francis Shaw III
Arthur Tremaine Smith
Matthew Joseph Soja
John Ryder Wittpenn, Jr.
Brian Edmund Wolf
Jeffrey Mark Wolk
James Johnston Wysor

Fellowships

THE College's funds for fellowships aggregate $1,000,000. From the income of these funds fellowships are awarded annually to graduates of Amherst College for study in graduate or professional schools. Applications should be made before February 15 on forms available from the Dean of the Faculty.

The Amherst-Doshisha Fellowship. Amherst-Doshisha Fellowship at Amherst House, Doshisha University, Kyoto, Japan. An opportunity to work in a bi-cultural setting with Professor Otis Cary, Director of Amherst House, is open to young alumni of the College for a term of one, or in some cases, two years. Travel expenses and a modest stipend are paid by the College. The recipient will be given the opportunity of assisting Otis Cary in the activities of Amherst House and also in teaching English to Japanese students. No knowledge of Japanese is required.

The fellowship offers a stipend of $2,400, a travel allowance of $1,400, and incidental expenses of $250; a special revaluation allowance may be added. Preferably the fellowship year would be from September of one year to the following August. It carries with it formal teaching responsibilities in the English language at Doshisha University, at the Freshman and Sophomore level. The academic year at Doshisha has allowed all fellows to make an extended trip through Southeast Asia during February and March.

Applicants should apply to the Dean of Faculty's office no later than December 15.

The Amherst Memorial Fellowships for the Study of Social, Economic, and Political Institutions, and for Preparation for Teaching and the Ministry. A fund of $145,000 provides fellowships to perpetuate the memory of those Amherst graduates who gave their lives for an ideal. The following statement expresses the purposes of the donor of these fellowships: "Realizing the need for better understanding and more complete adjustment between men and existing social, economic, and political institutions, it is my desire to establish a fellowship for the study of the principles underlying these human relationships."

Appointments to these fellowships may be made from the Senior class or the graduates of Amherst College or of other colleges, the object being to permit students of character, scholarly promise, and intellectual curiosity to investigate some problem in the humanistic sciences. Candidates should be of sound health. During previous training they should have given evidence of marked mental ability in some branch of the social sciences—history,

economics, political science—and have given promise of original contribution to a particular field of study. It is desirable that they possess qualities of leadership, a spirit of service, and an intention to devote their efforts to the betterment of social conditions through teaching in its broad sense, journalism, politics, or field work.

While preference is given to candidates planning to do advanced work in the field of the social sciences, applications will be accepted and awards made to candidates who are planning to go to theological school as a preparation for a career in the ministry and to those from other fields than the social sciences who are preparing for a career in teaching in secondary schools or colleges.

Appointments may be made for terms of two years. Tenure may, however, be shorter or longer, depending upon the nature of the subjects investigated or upon other circumstances which, in the judgment of the committee, warrant a variation in the length of tenure.

The stipend will vary according to the circumstances of the appointment. Awards will depend upon those aspects of individual cases which, in the judgment of the committee, most suitably fulfill the purpose of the foundation.

These fellowships will be awarded by the Board of Trustees upon the recommendation of the Faculty Fellowship Committee.

The John Mason Clarke 1877 Fellowship in Paleontology and Geology. A fund amounting to $39,940 from the estate of Noah T. Clarke was established in memory of his father, John Mason Clarke of the Class of 1877, to provide income for a fellowship or fellowships to enable the holders, who shall be known as "Clarke Fellows," to pursue studies in paleontology or geology, preferably in the New York State Museum in Albany, New York.

The Evan Carroll Commager Fellowship. A gift of $25,600 from Professor Henry Steele Commager, in memory of his late wife and "as a testimony to her affection for this College," was made to enable an Amherst student to study at Cambridge University, England. The fellowship carries a stipend of $1,000 for one year but may be renewable for a second year. The award is open to any student, but a Senior will be favored and preference will be given to students applying to Peterhouse, St. John's College, Trinity College, and Downing College.

The Henry P. Field Fellowships. Two fellowships of $500 each are available from the income of the bequest of the late Henry P. Field of the Class of 1880, to promote graduate study in the fields of English and history. Appointments are made annually by the College on the recommendation of the departments of English and history.

The Warner Gardner Fletcher Fellowship. The income from a gift of $10,300 from the late Warner Gardner Fletcher of the Class of 1941 is awarded to an

Amherst graduate who intends to "pursue work for the improvement of education." The award is made by the Fellowship Committee and preference is given to candidates who are engaged in the study of education and then to candidates for the Master of Arts in Teaching.

The Edward Hitchcock Fellowship. The income from a fund of $20,000 founded by the late Mrs. Frank L. Babbott of Brooklyn, N.Y., is available for the promotion of graduate study in the department of physical education. Its object is to make the student familiar with the best methods of physical training, both in the gymnasium and on the field. The appointment is made by the Faculty.

The Roswell Dwight Hitchcock Memorial Fellowship. A fund of $10,200, established through the agency of the Alpha Delta Phi Fraternity, provides an annual award under conditions determined by the Faculty, to a member of the Senior class for excellence in history and the social and economic sciences. The holder of the fellowship pursues for one year, at an institution approved by the Faculty, a course of study in history or economics, to be completed within the period of two years next following graduation. The amount of the fellowship is paid in two installments, one on completion of one-half the year's work, the other at the end of the year.

The Rufus B. Kellogg University Fellowship. The income from a fund of $94,700, established by the late Rufus B. Kellogg of the Class of 1858, provides certain prizes, and a fellowship award for three years to a graduate of Amherst College, who shall be appointed upon the following conditions:

1. The Fellow shall be elected by the Faculty from the members of the class graduated at the close of the academic year in which this election shall be made, or from the members of the classes graduated in the six years immediately preceding the academic year in which this election shall be made.

2. The Faculty shall select as the incumbent of the said fellowship the graduate who, in their judgment, is best equipped for study and research, without regard to any other considerations whatsoever, except that the Fellow should have an especially good knowledge of at least one modern foreign language and should have had at least one year of Latin in preparatory school or college.

3. The three years shall be spent by the incumbent at a German University, or with the approval of the said Faculty at any other place or places, in the study of philosophy, philology, literature, history, political science, political economy, mathematics or natural science. At least one college term of the final year shall be spent by the incumbent at Amherst College, to give a series of not more than thirty lectures on a subject selected by the Fellow and approved by the Trustees. The lectures shall be given to the Senior

class, but the members of all other classes shall have the privilege of attending. The lectures shall be published, at the end of the official term, in good book form, or in a learned journal.

The Sterling P. Lamprecht Fellowship. From the income of $33,200 a fellowship is awarded to a recent graduate of Amherst College for assistance in the pursuit of philosophy. This fellowship may be awarded to the same person for a maximum of three years. It need not be awarded at all in one particular year, and it might be, if there were no suitable graduate, awarded to an undergraduate in which case it would be known as the Sterling P. Lamprecht Scholarship. Preference, however, would be given for graduate study.

The Edward Poole Lay Fellowship. The income from a fund of $51,200, established by Frank M. Lay, of the Class of 1893, and Mrs. Lay, in memory of their son Edward Poole Lay, of the Class of 1922, provides for a fellowship to be awarded to a graduate of Amherst College who has shown unusual proficiency and talent in music, and who desires to continue studies in this field. Preference is to be given to a candidate who is proficient in voice. In the event that there is no qualified candidate for the award in any one year in the musical arts (especially voice and instrumental music), then it may be awarded under the same conditions to a qualified candidate in the field of the dramatic arts.

This fellowship will be awarded by the Board of Trustees upon the recommendation of the Faculty Fellowship Committee.

The Forris Jewett Moore Fellowships. These fellowships, three in number, were established in memory of Forris Jewett Moore of the Class of 1889 by his widow, Emma B. Moore. In each case, the beneficiary is to be a member of the graduating class of the year preceding that in which the fellowship is held.

1. A fund of $45,700, the income of which is to be used to assist some graduate of Amherst College, distinguished in the study of chemistry while an undergraduate, who desires to engage in further study of that subject. Preference is to be given to eligible candidates whose plans lie in the field of organic chemistry.
2. A fund of $28,000, the income of which is to be awarded to a graduate of Amherst College, distinguished in the study of history while an undergraduate, who desires to engage in further study of that subject.
3. A fund of $29,800, the income of which is to be awarded to a graduate of Amherst, distinguished in the study of philosophy while an undergraduate, who desires to engage in further study of that subject.

The George Stebbins Moses Memorial Fellowship. The income from a memorial fund provides a fellowship to be awarded to an Amherst graduate each year who has been accepted by a recognized divinity school, who

has good reason to seek financial aid, who seems to be an all-around person qualified in all respects as a religious and moral leader and a lover of ordinary people, and who is qualified scholastically to meet the calling of a theological career creditably. The candidate need not be an outstanding student, but improvement in the upperclass years, dedication, and a sense of purpose will be given great consideration.

The recipient will be selected by the Fellowship Committee and, ordinarily, will be awarded on an annual basis but, under appropriate circumstances, it may be renewed for a second or third year at the discretion of the Committee. If the income and needs of candidates permit, more than one fellowship may be awarded in any given year.

The George A. Plimpton Fellowships. These fellowships, established by the Board of Trustees of Amherst College in memory of George A. Plimpton of the Class of 1876, a member of the Board from 1890 to 1895 and from 1900 to 1936, and President of the Board from 1907 to 1936, are to be awarded without stipend to members of the Senior class who are of outstanding scholastic ability and promise, who plan to continue their studies in graduate school, and who are not in need of financial assistance.

These fellowships will be awarded by the Board of Trustees upon recommendation of the Faculty Fellowship Committee.

The C. Scott Porter Memorial Fellowship for Graduate Study. Established at Amherst in 1972 by the family of C. Scott Porter of the Class of 1919, mathematics professor, 1924–31, and Dean of the College for thirty-five years from 1931–1966, the C. Scott Porter Memorial Fellowship is to be awarded annually to a graduate of the College for further study without restriction as to department or field. Awards are to be made by the Fellowship Committee.

The Charles B. Rugg Fellowship. The income from a fund of $26,700 established in memory of Charles Belcher Rugg, of the Class of 1911, provides a fellowship to be awarded to an Amherst graduate who shows promise for the study of law. The award is made annually to aid a young person beginning a legal career, but it may be renewed for a second or third year upon recommendation of the Fellowship Committee.

The John Woodruff Simpson Fellowships and Lectureships. A fund now amounting to $217,600 was established in memory of John Woodruff Simpson of the Class of 1871 by his wife and daughter. The uses of the income as defined by the donors follow:

"1. To award to any graduate of Amherst College a fellowship for use in studying law at any school approved by the Board of Trustees of the College;

"2. To award to any graduate of Amherst College a fellowship for use in

studying medicine at any school approved by the Board of Trustees of the College;

"3. To award to any graduate of Amherst College a fellowship for use in studying theology at any school approved by the Board of Trustees of Amherst College, without regard to the particular creed or particular religious belief taught thereat;

"4. To award to any graduate of Amherst College a fellowship for use in studying at any school, college or university approved by the Board of Trustees of the College, in preparation for the teaching profession;

"5. To award to any graduate of Amherst College a fellowship for use in graduate study at the universities of Oxford or Cambridge in England;

"6. To award to any graduate of Amherst College a fellowship for use in graduate study at the Sorbonne in Paris;

"7. To secure from time to time from England, France or elsewhere, scholars for the purpose of delivering lectures or courses of instruction at Amherst College."

These fellowships will be awarded by the Board of Trustees upon the recommendations of the Faculty Fellowship Committee.

The Benjamin Goodall Symon, Jr. Memorial Fellowship. The income from a memorial fund provides a fellowship to be awarded to an Amherst graduate each year who has been accepted by a recognized divinity school, who has good reason to seek financial aid, who seems to be an all-around individual qualified in all respects as a religious and moral leader, and who is qualified scholastically to meet the calling of a theological career creditably, although the student may plan to use the divinity school training for work in another field. The candidate need not be an outstanding student, but improvement in the upperclass years, dedication, and a sense of purpose will be given great consideration.

The fellowship will be awarded on an annual basis but, under appropriate circumstances, it may be renewed for a second or third year at the discretion of the Committee. If the income and needs of candidates permit, more than one fellowship may be awarded in any given year.

The Roland Wood Fellowship. Awarded annually upon the recommendation of the Department of Dramatic Arts as a fellowship to one or more promising and deserving graduates of Amherst College for continued study in or of the theater.

Fellowships Awarded by the American Schools of Classical Studies at Athens and Rome. The attention of graduate students interested in the Classics and in Archaeology and Ancient Art is called to the opportunities offered by the American Schools of Classical Studies at Athens and Rome. As the College contributes regularly to the support of these schools, any Amherst

graduate may enjoy the privileges of study at either school without charge for tuition and may compete for the annual fellowships which they offer. Further information may be obtained from any teacher of Classics at the College.

Prizes and Awards

THE following prizes and awards are offered annually for proficiency in the work of the several departments of collegiate study and, in some specific awards, for other achievements and qualifications. The amount and the recipient of awards for the previous year are stated in each case.

AMERICAN STUDIES

The George Rogers Taylor Prize—*A book to each:*
Christian Gerard Appy '77,
David Archer Bruce Burton '77,
Mark McLaughlin Hager '77
and Christoph Keller III '77.

ART

The Anna Baker Heap Prize—*$240 to David Menilek Goodwin '77.*

The Athanasios Demetrios Skouras Prize—*$100 to Vushe Josiah Hove '77.*

The Wise Fine Arts Award—*No award in 1977.*

BIOLOGY AND GEOLOGY

The James R. Elster Award—*Mark Alan Schneider '78.*

The Oscar E. Schotté Prize—*$70 to Stephen J. Falkow '77.*

The Oscar E. Schotté Scholarship—*James Alexander Dorsch, Jr. '78.*

The Harvey Blodgett Scholarship
combined with
The Phi Delta Theta Scholarship—*Jeffrey Morris Jacobs '78E.*

CHEMISTRY AND MEDICINE

The Howard Waters Doughty Prize—*$65 to Robert Lawrence Cohen '77*
and $65 to Brian Edmund Wolf '77.

The Frank Fowler Dow Prize—*$300 to David Paul Carbone '77.*

The White Prize—*Sunil David Wijeyesekera '78.*

DRAMATIC ARTS

The Raymond Keith Bryant Prize—*$13.33 each to Jeffrey Scott Deutsch '77 for his performance of Ariel in* The Tempest; *Mark Linden Jaster '77 for his performance of Prospero in* The Tempest, *and Christopher Danforth Wells '77 for his performance of Caliban in* The Tempest.

ECONOMICS

The W. T. Akers, Jr. Prize—*$50 to Stephen Inman Glover '77 and $50 to Richard Allen Levy '77.*

The Hamilton Prize
First semester—*$30 to Laurence Markham Ball '80.*
Second semester—*$15 to Steven Lee Fingerhood '80 and $15 to Matthew Philip Frosch '78.*

ENGLISH

The Academy of American Poets Prize—*$100 to Elizabeth Marlene Stabler '77.*

The Armstrong Prize—*$70 to Jennifer Aliber '80 and $70 to Mark Powell Hinrichs '80.*

The Collin Armstrong Poetry Prize—*$140 to Richard Chapman Ledes '79E.*

The Corbin Prize—*$50 to Michael John Kowalewski '78 and $50 to Caroline Warner Thompson '78.*

The Harry Richmond Hunter, Jr. Prize—*$50 to John Anthony David Foley '79.*

The Peter Burnett Howe Prize—*No award in 1977.*

The Ralph Waldo Rice Prize—*$63.33 each to Peter John Bellis '77, Douglas Edward Green '77 and Richard Anthony Wilson III '77.*

The Rolfe Humphries Poetry Prize—*$95 to Stephen Chaim Pollock '77.*

FRENCH

The Frederick King Turgeon Prize—*Books and $86.75 to John Francis Robert Foran, Jr. '77.*

GREEK

The William C. Collar Prize—*$67.50 to Liza Anne Bosworth '80 and $67.50 to Linda Susan Fink '80.*

The Hutchins Prize—*$135 to Stephen Cole Farrand '77.*

HISTORY

The Alfred F. Havighurst Prize—*$100 to William Harold Hines '77.*

The John Albree, Jr. Class of 1882 Memorial Fund—*$45 to Christopher David Cerf '77.*

JOURNALISM

The Samuel Bowles Prize—*$450 to Andrew Peter Bohjalian '77.*

LATIN

The Bertram Prizes—First and second combined and divided:
$145 to Christopher Kernan Callanan '77
and $145 to Stephen Cole Farrand '77.

The Billings Prizes
First—*$90 to Bruce Harris Kraut '79.*
Second—*$40 to David Stephen Mackey '79.*

The Crowell Freshman Prizes—First and second combined:
$110 to Guy Marceau Jean-Pierre '80.

The Crowell Junior Prizes—First and second combined:
$110 to Otto Christoph Steinmayer III '78.

MATHEMATICS, PHYSICS, AND ASTRONOMY

The Bassett Physics Prizes—First and second combined and divided:
$245 to David Paul Petros '78
and $245 to Mark Blanchard Carroll '80.

The Porter Prize—*$70 to Thomas Ashton Rago '79.*

The William Warren Stifler Prize—*$100 to Gordon Dell Cates, Jr. '77.*

The Walker Prizes in Mathematics of the First Year
First—*$200 to John Buxbaum Bennet II '80.*
Second—*$33.33 each to Linda Susan Fink '80,*
Randolph Stewart Licht '80
and Robert Lawrence Vogel '80.

The Walker Prizes in Mathematics of the Second Year—
First and second combined and divided:
$150 to Louis Aub Bloomfield '79
and $150 to Rae Michael Andrew Shortt '79.

The Robert H. Breusch Prize—*$240 to Kent Stanfield Johnson '77.*

MUSIC

The Eric Edward Sundquist Prize—*$28.33 each to Scott Leslie Balthazar '77, David Lloyd Hoffman '77 and Joseph Christopher Keevil '77.*

PHILOSOPHY AND RELIGION

The Moseley Prizes
First—*$520 to Joseph John Loizzo '77.*
Second—*$260 to Russell Yost Sizemore '77.*

PHYSICAL EDUCATION

The Sawyer Prizes
Senior—*No award in 1977.*
Sophomore—*No award in 1977.*

POLITICAL SCIENCE

The Densmore Berry Collins Prize—*$50 to Paula Lee Goodman '77.*

PUBLIC SPEAKING

The Bancroft Prizes
First—*$420 to Andrew Peter Bohjalian '77.*
Second—*$240 to Randolph Raymond Wieck '77.*

The Gilbert Prize—*$100 to David Campbell Fulton, Jr. '78.*

The Hardy Prizes
First—*$80 to Francis Joseph Thomas Kelly III '78.*
Second—*$50 to Laurence Markham Ball '80.*

The Kellogg Prizes
First—*$70 to Michael Ira Barach '80.*
Second—*$50 to Ira Adlai Saletan '79.*

The Rogers Prize—*No Award in 1977.*

SCHOLARSHIP AND CITIZENSHIP

The Addison Brown Scholarship—*$615 to Robert Paul Ferm '77.*

The Samuel Walley Brown Scholarship—*$615 to William Fay Adkinson, Jr. '78.*

The Gordon B. Perry Memorial Award—*$150 to Marina Elise Buckley '80.*

The Porter Admission Prize—*$120 to Linda Susan Fink '80 of Great Neck South Senior High School, Great Neck, New York.*

The Psi Upsilon Prize—*$525 to Harlan Andrew Levy '77.*

AMHERST COLLEGE

The John Sumner Runnells Memorial—*$615 to Matthew Philip Frosch '78.*

The Obed Finch Slingerland Memorial Prize—*$1,200 to Martin Ruben Regalado '77.*

The Stanley V. and Charles B. Travis Prize
combined with
The Woods Prize—*$170 to Richard Allen Levy '77 and $170 to Leonard Nihan, Jr. '77.*

OTHER PRIZES

The Ashley Memorial Trophy—*Michael Angelo Fiori '77.*

The Sphinx Spoon—*Philip Maurice de Picciotto '77 and James Curtis Schulwolf '77.*

The Howard Hill Mossman Trophy—*James Cornell Rehnquist '77.*

The Robert L. Leeds, Jr. Honor Award—*A $100 bond and an engraved medallion to Stephen George Gray '77.*

The Lincoln Lowell Russell Prize—*$43.33 each to Kerry Paul Brennan '77, James Brian Dykehouse '77 and Edward Daniel Young III '77.*

The Friends of the Amherst College Library Prizes
First—*$75 to Daniel Asher Cohen '79.*
Second—*$50 to Michael Laurence Harold Meyer '78.*
Third—*$25 to Marshall Budd Reinsdorf '77.*

The Computer Center Prize—*Kent Stanfield Johnson '77 and Edward Daniel Young III '77.*

The M. Abbott Van Nostrand Prize—*No Award in 1977.*

VI

THE CORPORATION
FACULTY
ADMINISTRATION
ENROLLMENT

The Robert Frost Library

The Corporation

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George Burnham May, B.A., *Amherst, Massachusetts*

The corporate name of the College is

THE TRUSTEES OF AMHERST COLLEGE

Faculty

John William Ward, *President of the College.* A.B. (1945) Harvard College; M.A. (1950), Ph.D. (1953) University of Minnesota; M.A. (hon. 1965) Amherst College.

EMERITI

Charles Woolsey Cole, *President, Emeritus.* B.A. (1927) Amherst College; A.M. (1928), Ph.D. (1931) Columbia University; L.H.D. (1942) Amherst College, (1951) University of Massachusetts, (1953) Trinity College; LL.D. (1946) Wagner College, (1946) Wesleyan University, (1946) Williams College, (1952) American International College, (1953) Doshisha University, (1954) Columbia University, (1960) Amherst College; Litt.D. (1948) Hamilton College; Sc.D. (1948) Clarkson College; LL.D. (1964) Emerson College.

Calvin Hastings Plimpton, *President, Emeritus.* B.A. (1939) Amherst College; M.D. (1943), M.A. (1947) Harvard University; Med. Sc.D. (1951) Columbia University; LL.D. (1960) Williams College; LL.D. (1961) Wesleyan University; Sc.D. (1962) Rockford College; LL.D. (1962) Doshisha University; L.H.D. (1962) University of Massachusetts; Sc.D. (1963) Saint Mary's College; LL.D. (1963) St. Lawrence University; Litt.D. (1965) American International College; Sc.D. (1966) Trinity College; Sc.D. (1967) Grinnell College; Litt.D. (1969) Michigan State University; LL.D. (1971) Amherst College.

George William Bain, *Samuel A. Hitchcock Professor of Mineralogy and Geology, Emeritus.* B.Sc. (1921), M.Sc. (1923) McGill University; M.A. (1923), Ph.D. (1927) Columbia University; M.A. (hon. 1941) Amherst College.

Theodore Baird, *Samuel Williston Professor of English, Emeritus.* B.A. (1921) Hobart College; M.A. (1922), Ph.D. (1929) Harvard University; M.A. (hon. 1939) Amherst College.

Ralph Alonzo Beebe, *Massachusetts Professor of Chemistry, Emeritus.* B.A. (1920) Amherst College; Ph.D. (1923) Princeton University.

Robert Hermann Breusch, *Walker Professor of Mathematics.* Ph.D. (1932) University of Freiburg; M.A. (hon 1954) Amherst College.

Stephen Brown, *College Physician and Parmly Billings Professor of Hygiene, Emeritus.* B.A. (1928) Amherst College; M.D. (1932) Yale University.

Paul Witherspoon Eckley, *Professor of Physical Education, Emeritus.* B.A. (1917) Cornell University; M.A. (hon. 1949) Amherst College.

Reginald Foster French, *Professor of Romance Languages, Emeritus.* B.A. (1927) Dartmouth College; M.A. (1928), Ph.D. (1934) Harvard University; M.A. (hon. 1947) Amherst College.

Alfred Freeman Havighurst, *Professor of History, Emeritus.* B.A. (1925) Ohio Wesleyan University; M.A. (1928) University of Chicago; Ph.D. (1936) Harvard University; M.A. (hon. 1955) Amherst College.

George Wallace Kidder, *Stone Professor of Biology, Emeritus.* B.A. (1926) University of Oregon; M.A. (1929) University of California; Ph.D. (1932) Columbia University; M.A. (hon. 1949) Amherst College; Sc.D. (hon. 1950) Wesleyan University.

Albert Ernest Lumley, *Professor of Physical Education, Emeritus.* B.A. (1925) Eastern Michigan College; M.A. (1938) Oberlin College; M.A. (hon. 1947) Amherst College.

Ralph Cleland McGoun, Jr., *Professor of Dramatic Arts, Emeritus.* B.A. (1927), M.A. (1929) Amherst College.

Newton Felch McKeon, *Professor of English and Director of Robert Frost Library, Emeritus.* B.A. (1926) Amherst College.

Henry George Mishkin, *Professor of Music, Emeritus.* B.A. (1931) University of California; M.A. (1937), Ph.D. (1938) Harvard University; M.A. (hon. 1954) Amherst College.

Charles Hill Morgan, *Professor of Fine Arts on the William R. Mead Foundation, Emeritus.* B.A. (1924), M.A. (1926), Ph.D. (1928) Harvard University; M.A. (hon. 1938) Amherst College; LL.D. (1960) University of Vermont.

Harold Henry Plough, *Edward S. Harkness Professor of Biology, Emeritus.* B.A. (1913) Amherst College; M.A. (1915), Ph.D. (1917) Columbia University; Sc.D (1963) Amherst College.

Charles Ensign Rogers, *Professor of Fine Arts and Dramatic Arts, Emeritus.* B.A. (1927) Albion College; M.A. (1931) Columbia University; M.A. (hon. 1961) Amherst College.

Steven Martin Rostas, *Professor of Physical Education, Emeritus.* B.A. (1921) Br. Eötuös, Budapest; M.Ed. (1942) University of Massachusetts; M.A. (hon. 1961) Amherst College.

Edward Dwight Salmon, *Winkley Professor of History, Emeritus.* B.S. (1917) University of Rochester; M.A. (1923), Ph.D (1934) Harvard University; M.A. (hon. 1938) Amherst College.

Anthony Scenna, *Professor of German, Emeritus.* B.A. (1927) Amherst College; M.A. (1929), Ph.D. (1937) Columbia University.

Oscar Emile Schotté, *Rufus Tyler Lincoln Professor of Biology, Emeritus.* B.S. (1920), Sc.D. (1925) University of Geneva; M.A. (hon. 1944) Amherst College.

Theodore Soller, *Professor of Physics, Emeritus.* B.A. (1922) Oberlin College; M.A. (1924), Ph.D. (1931) University of Wisconsin; M.A. (hon. 1946) Amherst College.

Atherton Hall Sprague, *Professor of Mathematics, Emeritus.* B.A. (1920) Amherst College; M.A. (1923), Ph.D. (1941) Princeton University.

George Rogers Taylor, *George D. Olds Professor of Economics, Emeritus.* Ph.B. (1921), Ph.D. (1929) University of Chicago; M.A. (hon. 1939) Amherst College.

Willard Long Thorp, *Professor of Economics, Emeritus.* B.A. (1920) Amherst College; M.A. (1921) University of Michigan; Ph.D. (1924) Columbia University; LL.D. (1935) Marietta College, (1949) Amherst College, (1950) Albright College, (1960) University of Massachusetts, (1960) University of Michigan.

Frederick King Turgeon, *Professor of French, Emeritus.* B.A. (1923) Bowdoin College; M.A. (1924), Ph.D. (1930) Harvard University; M.A. (hon. 1940) Amherst College.

Richard Gilman Van Petersilge, *Instructor in Physical Education, Emeritus.*

Colston Estey Warne, *Professor of Economics, Emeritus.* B.A. (1920), M.A. (1921) Cornell University; Ph.D. (1925) University of Chicago; M.A. (hon. 1942) Amherst College.

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Marjorie H. Sackett, *Visiting Assistant Professor of Biology.* A.B. (1969) Connecticut College; M.A. (1974) Smith College.

Austin Dean Sarat*, *Assistant Professor of Political Science.* B.A. (1969) Providence College; M.A. (1970), Ph.D. (1973) University of Wisconsin.

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Indira Shetterly, *Assistant Professor of South Asian Studies, Five Colleges.* B.A. (1971) Ramnarain Ruia College, Bombay University (India); A.M. (1974), Ph.D. (1976) Harvard University.

John Eric Solie, *Assistant Professor of Music.* B.A. (1964) Carleton College; A.M. (1967), Ph.D. (1974) University of Chicago.

Charles Alan Sorenson, *Assistant Professor of Psychology.* B.A. (1966) University of California at Berkeley; Ph.D. (1971) University of California at Los Angeles.

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Eugene Tademaru, *Assistant Professor, Five-College Department of Astronomy.* B.S. (1964) University of Illinois; Ph.D. (1969) University of Chicago.

Jane Andelman Taubman, *Assistant Professor of Russian.* B.A. (1964) Radcliffe College; M.A. (1968), Ph.D. (1972) Yale University.

Robert Alexander Farrar Thurman, *Assistant Professor of Religion.* B.A. (1968), A.M. (1969), Ph.D. (1972) Harvard University.

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William Jefferson Tyler, *Visiting Lecturer in Asian Studies.* B.A. (1968) International Christian University (Tokyo, Japan); A.M. (1971) Harvard University.

Joel Morgan Upton, *Assistant Professor of Fine Arts.* A.B. (1963) Rutgers University; M.A. (1968), Ph.D. (1972) Bryn Mawr College.

Marguerite Rowland Waller, *Assistant Professor of English.* B.A. (1969) Cornell University; M.Ph. (1972) Yale University.

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Laura Jane Wexler, *Assistant Professor of English and American Studies.* B.A. (1970) Sarah Lawrence College; M.A. (1971), M.Phil. (1974) Columbia University.

Richard White, *Assistant Professor, Five-College Department of Astronomy.* B.A. (1956) University of Rochester; Ph.D. (1961) Washington University.

Robert Ernest Williams, *Assistant Professor of Physical Education.* B.S. (1961) Delaware State College; Ed.M. (1974) Rutgers University.

Patrick Williamson, *Assistant Professor of Biology.* B.A. (1970) Beloit College; M.A. (1971), Ph.D. (1974) Harvard University.

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Christine Dorothy Zampach, *Assistant Professor of Physical Education.* B.S. (1968) University of Wisconsin; M.Ed. (1971) Springfield College

INSTRUCTORS

Judith Arlene Davidson, *Instructor in German.* B.A. (1965) University of Kansas; M.A.T. (1967) Harvard University; M.A. (1975) University of Massachusetts.

Akiko Hirota, *Visiting Lecturer in Asian Studies.* B.A. (1966) Fukuoka Women's University.

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Phillip Truman Ives, PH.D., *Biology Emeritus*
Daniel Krause, Jr., PH.D., *Physics*
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Prosser Gifford, *Dean of the Faculty.* B.A. (1951) Yale University; B.A. (1953) Merton College, Oxford University; LL.B. (1956) Harvard University; Ph.D. (1964) Yale University; M.A. (hon. 1969) Amherst College.

David Drinkwater, *Dean of Students.* B.A. (1964), D.Phil. (1971) University College, Oxford University.

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Donald Norman Dietrich, *Assistant Dean of Admission.* B.A. (1976) Amherst College; M.Ed. (1977) Springfield College.

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George C. Ellis III, *Graduate Fellow in Admission.* B.A. (1977) Amherst College.

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Kathleen Deignan, *Assistant to the Dean.* B.A. (1976) State University of New York at Potsdam.

Robert Freeman Grose, *Registrar, Director of Institutional Research, and Associate Professor of Psychology.* B.A. (1944), M.S. (1947), Ph.D. (1953) Yale University; M.A. (hon. 1970) Amherst College.

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Otis Cary, *Director of Amherst House, Doshisha University.* B.A. (1946) Amherst College; M.A. (1951) Yale University.

William August Mueller, *Director of Physical Plant and Services.* B.Aero.E. (1942), B.C.E. (1952) Rensselaer Polytechnic Institute.

James A. Crowley, *Assistant Director of Physical Plant and Chief of Operations.* B.S. (1963) State University of New York.

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Peter John Gooding, *Director of Intercollegiate Athletics.* D.L.C. (1964) Loughborough College; M.A. (1967) University of Massachusetts.

Russell Montague Lane, *Director of Student Health Services.* B.A. (1950) Amherst College; M.D. (1955) University of Rochester.

Robert May, *Clinical Psychologist.* B.A. (1962) Wesleyan University; M.A. (1965), Ph.D. (1969) Harvard University.

Sanford Bloomberg, *Associate College Physician.* B.A. (1950) University of Vermont; M.A. (1951) Columbia University; M.D. (1957) University of Vermont.

Daniel Phillip Schwartz, *Associate College Physician.* B.A. (1949), M.D. (1952) University of Minnesota.

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Smith College Chapel
The Rev. J. Joseph Quigley, B.S.
Newman Center, University of Massachusetts

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Clela B. Reeves, B.A., M.A., *Data Base Administrator*
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Michael S. Jewett, B.A., *Systems Analyst*
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Elizabeth Steele, B.A., *Academic Computer Coordinator*

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Jackie M. Pritzen, M.A., *Associate Coordinator of Academic Program*
Prosser Gifford, PH.D., *Five College Deputy*
Lawrence E. Remillard, B.S., *Treasurer*

CLASSIFICATION BY RESIDENCE

(Fall 1976)

UNITED STATES

New York	304	North Carolina	6
Massachusetts	296	Louisiana	5
Connecticut	149	Iowa	4
New Jersey	100	Arkansas	3
California	86	Indiana	3
Pennsylvania	72	Oklahoma	3
Ohio	62	Oregon	3
Illinois	54	South Carolina	3
Maryland	48	Alabama	2
Michigan	26	Arizona	2
Virginia	26	Hawaii	2
New Hampshire	21	Kansas	2
Missouri	20	Nebraska	2
Texas	19	Nevada	2
District of Columbia	18	New Mexico	2
Florida	18	North Dakota	2
Vermont	17	West Virginia	2
Rhode Island	15	Wyoming	2
Wisconsin	14	Delaware	1
Washington	11	Montana	1
Tennessee	9	Alaska	0
Georgia	8	Idaho	0
Maine	8	Mississippi	0
Minnesota	8	South Dakota	0
Colorado	6	Utah	0
Kentucky	6	Total	1,473

NON-USA

Canada	4	Austria	1
England	3	Chile	1
France	3	Ethiopia	1
Greece	3	Fiji Islands	1
Hong Kong	3	Korea	1
Japan	3	Spain	1
Brazil	2	Sri Lanka	1
Ghana	2	Taiwan	1
Nepal	2	Virgin Islands	1
Philippines	2	Total	40
Puerto Rico	2		
West Germany	2	Grand Total	1,513

SUMMARY OF ENROLLMENT—FALL 1976*

Seniors, Class of 1977	345
Juniors, Class of 1978	345
Sophomores, Class of 1979	353
Freshmen, Class of 1980	425
Sub Total	1,468

*Not included are the 28 Amherst students who are on leaves of absence away from Amherst as of the first semester, 1976-77.

Exchange Students	
Full Time	23
Part Time	1
Sub Total	1,492
Graduate Students	0
Special Students	
Full Time	0
Part Time	21
Total	1,513

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